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ABSTRACT

This curriculum guide is one in a series of three competency-based instructional materials dealing with marketing and distributive education (MADE). Covered in the individual sections of the guide are the following topics: job orientation (personal appearance, job opportunities, job interviews, basic skills, training plans, legal requirements, and safety); visual merchandising (displays, functions and elements of displays, principles of design, display construction, and evaluating displays); advertising (the function of advertising, advertising media, brand names and slogans, closing the gap between advertising and selling, advertising techniques and costs, and developments in advertising); store operations (types of store operations, retail store protection, store maintenance, stock control, inventory, stockkeeping, and caring for fixtures and displays); management (retail store patterns, store locations and arrangements, department layouts, financing, store policies, and personnel policies) product and service technology; and career areas (general merchandising, food service, food marketing, petroleum marketing, advertising, and finance). Each lesson includes an outline of material to cover, behavioral objectives, general competencies, a lesson plan, suggestions for applying specific competencies, an audiovisual list, a bibliography, a competency-based test, and directions for observing and evaluating competencies. (MN)

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Marketing And Distributive Education

CE 034 997

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Competency Based Curriculum Guide

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This publication is one of a series of three competency-based curriculum guides in Marketing And Distributive Education written under a grant from the Division of Vocational Education.

MARKETING AND DISTRIBUTIVE EDUCATION II.

INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION II.

Six experienced marketing and distributive education teachers and four senior undergraduate students from Montclair State College worked in the summer of 1980 preparing this new competency-based curriculum for the coordinators of New Jersey.

The experienced coordinators, in teams of two, worked on Marketing And Distributive Education I and II, and Introduction to (Careers in) MADE. After completing the basic outlines the teams studied the curriculum written by the other group members, then re-designed, deleted and added important agreed-on materials. The three guides are the result of the efforts of the group.

The group of professionals titled the work Marketing And Distributive Education I, II. However, they believe the individual teacher should be able to decide the order in which material should be covered and when to cover it. Therefore, the guides are three-hole punched to permit each teacher to change its order to fit local needs. The national trend is to give each semester a specific title, e.g., Advertising and Display, Marketing, etc., depending on what is covered in each semester.

The writers of this curriculum outline have organized their work in the following order:

Job orientation

Visual merchandising

Store operations

Management

Product/Service Technology

Advertising

Each lesson in the six categories above has been designed to cover the following points:

1. Outline of material to cover
2. Behavioral objectives
3. General competencies
4. Lesson plan
5. Specific competencies (application)
6. Audio-visual list
7. Bibliography
8. Competency-based test event
9. How to observe/evaluate the competency.

It is strongly recommended that the teacher review the outline, study the behavioral objectives, as well as the other items above, before ordering the A-V (audio-visual) material so as to guarantee its appropriateness. Be advised that the percent of acceptance for student's performance of the Behavioral objectives is omitted and left to the teacher's own discretion.

The group has attempted to research the most up-to-date bibliography and audio-visual materials available. We hope you will make as much use of these as possible to insure a lesson in depth.

The lesson plan utilized is the Herbertian form and is explained at the end of this introduction. (See "Some Comments on the Herbertian Form Lesson Plan".)

The writers included the general competencies, which may be taught to the entire class first; each student may then be given specific competencies related to his/her career goal which the student will use in working on the application-section of the plan. As an example, after teaching the general unit on Visual Merchandising, the student may then be asked to use that

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II. VISUAL MERCHANDISING UNIT OUTLINE

A. Display introduction

1. Define display
2. Purpose
   (a) job skills
   (b) job understanding
   (c) job satisfaction
   (d) personal enjoyment

B. Classification of displays

1. Location
   (a) window
   (b) interior
2. Objective of display
   (a) promotional
   (b) institutional

C. Function of display

1. Attention
2. Interest
3. Desire
4. Action

D. Elements of display - designing principles

1. Dominance
2. Balance
   (a) formal
   (b) informal
3. Proportion
4. Lines
   (a) vertical
   (b) horizontal
   (c) diagonal
   (d) curves
5. Shapes
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   (b) moving
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8. Weight
9. Color
   (a) importance
   (b) hue
   (c) factors about value
   (d) intensity of chroma
   (e) combining colors in display - harmony
   (f) principles of balance and emphasis
   (g) effects of artificial light

E. Principles of design

1. Harmony
2. Contrast
3. Emphasis
4. Rhythm
   (a) repetition
   (b) alternation
   (c) progression
   (d) variation
   (e) line movement
5. Interference
6. Gradation

F. Arrangements in display

1. Mass display
2. Unit display
3. Radiation
4. Stair-step
5. Pyramid
6. Zig-zag
7. Repetition

G. Display construction and consideration

1. Plan
   (a) ideas
   (b) theme
   (c) calendar of events
2. Layout
   (a) sketch idea
   (b) featured merchandise and accessories
   (c) display space and material
   (d) display units and props
3. Assemble merchandise and fixtures
4. Adjustment and color
5. Lighting and cleanliness
6. Show cards and lettering

H. Evaluating the display

1. Suitability - timeliness
2. Power to attract attention
3. Power to sell
4. Arrangement of merchandise and props
5. Cleanliness
6. Lighting
7. Technical excellence
8. Follow up

DISPLAY

General competencies

Owner - Manager

Understanding that display budget should be designed and followed.

Understanding the procedures for having point-of-sale signs printed.

Skill in using the best selling locations within the store or department to place effective displays.

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Plan and schedule displays and display themes in advance.

Master - Employee

Attitude that the more customer exposure merchandise has, the more sales it should produce.

Knowledge of how to use available display space to the best advantage.

Attitude that displays should reflect the character of the store in both quantity and quality.

Occupational category: Apparel and accessories
Instructional area: Display
Level: Owner - Manager

Knowledge of the best arrangements for advertised merchandise on counters, tables or shelves.

Understanding of how to handle customers' requests for clothes on mannequins or other merchandise on display.

Skill in arranging counter displays of merchandise.

Skill in using color, harmony, balance and proportion in display construction.

Skill in rearranging or replacing merchandise sold from interior displays.

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

Attitude that the more customer exposure merchandise has, the more sales it should produce.

Attitude that self-selection merchandise must be properly signed or identified for the greatest ease in customer selection.

Attitude that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

Attitude that color plays an important part in the customer's acceptance of merchandise.

Understanding of how to employ seasonal or store-wide themes in department displays.

Understanding of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

Knowledge that current fashion and merchandise information are necessary for effective and timely display.

Knowledge of how to use available display space to the best advantage.

Understanding the procedures for having point-of-sale signs printed.

Understanding of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured on sale items in other-than-normal department locations.

Skill in selecting merchandise for display that is seasonal and timely.

Skill to select appropriate merchandise for displaying.

Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.

Skill in using the best selling locations within the store or department to place effective displays.

Skill in displaying merchandise as it can be used.

Attitude that displays should reflect the character of the store in both quantity and quality.

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

Attitude that increased traffic from advertising, special promotions and sales can be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Plan and schedule displays and display themes in advance.

Understand the fundamentals of good display.

Use backgrounds in display construction that enhance, not detract from, the merchandise.

Know that window or prime interior display space should not be used to dispose of slow-selling merchandise.

Obtain and use current fashion and merchandise information necessary for effective and timely display.

Develop display signs for self-service or self-fixtures that provide the customer with the key features and selling price of the merchandise.

Know that an item of merchandise should be alloted display space based on the sales volume.

Know that window displays of merchandise should feature merchandise in which the public has demonstrated an interest.

Obtain maximum customer exposure to merchandise by arranging contemporary displays of featured or sale items in other-than-normal department locations.

Maintain records of displays that can be used later as idea stimulators when similar merchandise is being displayed again.

Knowledge of best locations within the store or department to place displays.

Knowledge of how to use the stacking technique, dumping technique or cut-case technique to build displays.

Knowledge of how to use cartons, cases and boxes effectively in building special displays.

Skill in using related item or logical grouping display to make it easier for the customer to shop.

Attitude that special displays can create a favorable price image in the minds of customers.

Attitude that the preparation for and setting up of displays must be supervised and approved for adherence to store promotional policies.

Know that clean store display windows enhanhe the merchandise being shown.

Know that displays tied in with local activities or seasonal events will create favorable impression in the community.

Determine when to dismantle and replace major displays when the "cleaning up" of the remaining items can be done in a side display.

Dress showcase.

Dismantle displays so that neither merchandise nor fixtures are damaged.

Use display lighting techniques most effectively.

Use departmental signs as sale stimulators, presenting customers with product information and recipe suggestions.

Knowledge of how to develop copy for point-of-sale signs.

Knowledge of the procedures for having point-of-sale signs printed.

Knowledge of the ways to letter and design a simple sign.

Attitude that supplier representatives can often be helpful in suggesting or designing new display arrangements for product.

Occupational category: General merchandise
Instructional area: Display
Level: Owner - Manager

Understanding that display budget should be designed and followed.

Understanding of how to employ seasonal or store-wide themes in department displays.

Understanding the housekeeping procedures necessary for proper upkeep of department displays of merchandise.

Understanding the procedures for having point-of-sale signs printed.

Skill in using the best selling locations within the store or department to place effective displays.

Attitude that displays should reflect the character of the store in both quantity and quality.

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Plan and schedule displays and display themes in advance.

Understand the fundamentals of good display.

Use backgrounds in display construction that enhance, not detract from, the merchandise.

Know that display requests from individual departments must be analyzed and correlated with the program of the advertising department.

Know that an item of merchandise should be alloted display space based on the sales volume.

Use special displays to help balance over-stocked condition without necessarily marking down products.

Employ seasonal or storewide themes in department displays.

Know the ways to develop displays that feature merchandise as nearly as possible to the way it will be used.

Maintain records of displays that can be used later as idea stimulators when similar merchandise is being displayed again.

Know that displays should be changed often to maintain interest from customers.

Develop a display budget.

Determine when to dismantle and replace major displays when the "cleaning up" of the remaining items can best be done in a side display.

Store and record the location of display fixtures or supplies as they are accessible for future use.

Occupational category: Apparel and accessories
Instructional area: Display
Level: Master - Employee

Understanding of how to handle customer requests for clothes on mannequins or other merchandise on display.

Attitude that the more customer exposure merchandise has, the mowe sales it should produce.

Attitude that self-selection merchandise must be properly signed or identified for the greatest ease in customer selection.

Attitude that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

Understanding the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

Attitude that displays should reflect the character of the store in both quantity and quality.

Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Know that clean store display windows enhance the merchandise being shown.

Dismantle displays so that neither merchandise nor fixtures are damaged.

Occupational category: Finance and Credit
Instructional area: Display
Level: Master - Employee

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

Attitude that the more customer exposure merchandise has, the more sales it should produce.

Knowledge of how to use available display space to the best advantage.

Understanding of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other-than-normal department locations.

Skill to select appropriate merchandise for displaying.

Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.

Attitude that displays should reflect the character of the store in both quantity and quality.

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Plan and schedule displays and display themes in advance.

Understand the fundamentals of good display.

Use backgrounds in display construction that enhance, not detract from, the merchandise.

Know that display requests from individual departments must be analyzed and correlated with the program of the advertising department.

Know that window displays of merchandise should feature merchandise in which the public has demonstrated an interest.

Maintain records of displays that can be used later as idea stimulators when similar merchandise is being displayed again.

Knowledge of the best locations within the store or department to place displays.

Occupational category: Food marketing
Instructional area: Display
Level: Master - Employee

Skill in arranging counter displays of merchandise.

Attitude that color plays an important role in the customer's acceptance of merchandise.

Understanding of how to employ seasonal or store-wide themes in department displays.

Knowledge of how to use available display space to the best advantage.

Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Develop display signs for self-service or self-fixtures that provide the customer with the key features and selling price of the merchandise.

Knowledge of how to use the stacking technique, dumping technique or cut-case technique to build displays.

Know that displays tied in with local activities or seasonal events will create a favorable impression in the community.

Occupational category: General merchandise
Instructional area: Display
Level: Master - Employee

Knowledge of the procedures for having point-of-sale signs printed.

Ability to letter and design a simple design.

DISPLAY

Owner - Manager

General Competencies

1. Understanding that display budget should be designed and followed.

2. Understanding the procedures for having point-of-sale signs printed.

3. Skill in using the best selling locations within the store or department to place effective displays.

4. Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

5. Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

6. Attitude that increased traffic from advertising, special promotions and sles can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

7. Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

8. Plan and schedule displays and display themes in advance.

Master - Employee

1. Attitude that the more customer exposure merchandise has, the more sales it should produce.

2. Knowledge of how to use available display space to the best advantage.

3. Attitude that displays should reflect the character of the store in both quantity and quality.

DISPLAY

Owner - Manager

Apparel and Accessories.

1. Knowledge of the best arrangements for advertised merchandise on counters, tables or shelves.

2. Understanding of how to handle customer's requests for clothes on mannequins or other merchandise on display.

3. Skill in arranging counter displays of merchandise.

4. Skill in using color, harmony, balance and proportion in display construction.

5. Skill in rearranging or replacing merchandise sold from interior displays.

6. Attitude that good display of merchandise is a prime factor in developing a customer's interest.

7. Attitude that the more customer exposure merchandise has the more sales it should produce.

8. Attitude that self-selection merchandise must be properly signed or identified for the greatest ease in customer selection.

9. Attitude that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

10. Attitude that color plays an important part in the customer's acceptance of merchandise.

11. Understanding of how to employ seasonal or store-wide themes in department displays.

12. Understanding the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

13. Knowledge that current fashion and merchandise information are necessary for effective and timely display.

14. Knowledge of how to use available display space to the best advantage.

15. Understanding the procedures for having point-of-sale signs printed.

16. Understanding of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured of sale items in other than normal department locations.

17. Skill in selecting merchandise for display that is seasonal and timely.

18. Skill to select appropriate merchandise for displaying.

19. Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.

20. Skill in using the best selling locations within the store or department to place effective displays.

21. Skill in displaying merchandise as it can be used.

22. Attitude that displays should reflect the character of the store in both quantity and quality.

23. Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

24. Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

25. Attitude that increased traffic from advertising, special promotions and sales can be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

26. Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

27. Plan and schedule displays and display themes in advance.

28. Understand the fundamentals of good display.

29. Use backgrounds in display construction that enhance, not detract from, the merchandise.

30. Know that window or prime interior display space should not be used to dispose of slow-selling merchandise.

31. Obtain and use current fashion and merchandise information necessary for effective and timely display.

32. Develop display signs for self-service or self-fixtures that provide the customer with the key features and selling price of the merchandise.

33. Know that an item of merchandise should be alloted display space based on the sales volume.

34. Know that window displays of merchandise should feature merchandise in which the public has demonstrated an interest.

35. Obtain maximum customer exposure to merchandise by arranging contemporary displays of featured or sale items in other-than-normal department locations.

36. Maintain records of displays that can be used later as idea stimulators when similar merchandise is being displayed again.

37. Knowledge of best locations within the store or department to place displays.

38. Knowledge of how to use the stacking technique, dumping technique or cutcase technique to build displays.

39. Knowledge of how to use cartons, cases and boxes effectively in building special displays.

40. Skill in using related item or logical grouping display to make it easier for the customer to shop.

41. Attitude that special displays can create a favorable price image in the minds of customers.

42. Attitude that the preparation for and setting up of displays must be supervised and approved for adherence to store promotional policies.

43. Know that clean store display windows enhance the merchandise being shown.

44. Know that displays tied in with local activities or seasonal events will create favorable impression in the community.

45. Determine when to dismantle and replace major displays when the"cleaning up" of the remaining items can best be done in a side display.

46. Dress showcase.

47. Dismantle displays so that neither merchandise nor fixtures are damaged.

48. Use display lighting techniques most effectively.

49. Use departmental signs as sale stimulators, presenting customers with product information and recipe suggestions.

50. Knowledge of how to develop copy for point-of-sale signs.

51. Knowledge of the procedures for having point-of-sale signs printed.

52. Knowledge of the ways to letter and design a simple sign.

53. Attitude that supplier representatives can often be helpful in suggesting or designing new display arrangements for product.

DISPLAY

Owner - Manager

General Merchandise

1. Understanding that display budget should be designed and followed.

2. Understanding of how to employ seasonal or storewide themes in department displays.

3. Understanding the housekeeping procedures necessary for proper upkeep of department displays of merchandise.

4. Understanding the procedures for having point-of-sale signs printed.

5. Skill in using the best selling locations within the store or department to place effective displays.

6. Attitude that displays should reflect the character of the store in both quantity and quality.

7. Attitude that good sisplay (or visual merchandising) plays a major role in the volume movement of goods.

8. Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

9. Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

10. Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

11. Plan and schedule displays and display themes in advance.

12. Understand the fundamentals of good display.

13. Use backgrounds in display construction that enhance, not detract, from the merchandise.

14. Know that display requests from individual departments must be analyzed and correlated with the program of the advertising department.

15. Know that an item of merchandise should be alloted display space based on the sales volume.

16. Use special displays to help balance over-stocked condition without necessarily marking down products.

17. Employ seasonal or storewide themes in department displays.

18. Know the ways to develop displays that feature merchandise as nearly as possible to the way it will be used.

19. Maintain records of displays that can be sued later as idea stimulators when similar merchandise is being displayed again.

20. Know that displays should be changed often to maintain interest from customers.

21. Develop a display budget.

22. Determine when to dismantle and replace major displays when the "cleaning up" of the remaining items can best be done in a side display.

23. Store and record the location of display fixtures or supplies as they are accessible for future use.

DISPLAY

Master - Employee

Apparel and Accessories.

1. Understanding of how to handle customer requests for clothes on manequins or other merchandise on display.

2. Attitude that the more customer exposure merchandise has the more sales it should produce.

3. Attitude that self-selection merchandise must be properly signed or identified for the greatest ease in customer selection.

4. Attitude that effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

5. Understanding the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

6. Attitude that displays should reflect the character of the store in both quantity and quality.

7. Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

8. Know that clean store display windows enhance the merchandise being shown.

9. Dismantle displays so that neither merchandise nor fixtures are damaged.

DISPLAY

Master - Employee

Finance and Credit

1. Attitude that good display of merchandise is a prime factor in developing a customer's interest.

2. Attitude that the more customer exposure merchandise has, the more sales it should produce.

3. Knowledge of how to use available display space to the best advantage.

4. Understanding of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured of sale items in other than normal department locations.

5. Skill to select appropriate merchandise for displaying.

6. Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.

7. Attitude that displays should reflect the character of the store in both quantity and quality.

8. Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

9. Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

10. Attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

11. Plan and schedule displays and display themes in advance.

12. Understand the fundamentals of good display.

13. Use backgrounds in display construction that enhance, not detract, from the merchandise.

14. Know that display requests from individual departments must be analyzed and correlated with the program of the advertising department.

15. Know that window displays of merchandise should feature merchandise in which the public has demonstrated an interest.

16 Maintain records of displays that can be sued later as idea stimulators when similar merchandise is being displayed again.

17. Knowledge of the best locations within the store or department to place displays.

DISPLAY

Master - Employee

Food Marketing

1. Skill in arranging counter displays of merchandise.

2. Attitude that color plays an important role in the customer's acceptance of the merchandise.

3. Understanding of how to employ seasonal or storewide themes in department displays.

4. Knowledge of how to use available display space to the best advantage.

5. Create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

6. Develop display signs for self-service or self-fixtures that provide the customer with the key features and selling price of the merchandise.

7. Knowledge of how to use the stacking technique, dumping technique or cutcase technique to build displays.

8. Know that displays tied in with local activities or seasonal events will create a favorable impression in the community.

DISPLAY

Master - Employee

General Merchandise

1. Knowledge of the procedures for having point-of-sale signs printed.
2. Ability to letter and design a simple design.

UNIT II-A: VISUAL MERCHANDISING
Lesson 1: Display introduction

I. Behavioral objectives

To conduct a discussion period that will enable the student to:
1. Present the basic concepts of display in a concise and understandable manner.
2. List the major benefits accrued from learning about display.

II. Apperceptive base

Have you ever seen something in store window that you wanted to buy? Did you go into the store?

III. Motivational approach

Do you believe that a silent salesman could promote ideas and sell merchandise?
(Display has been termed "the silent salesman.")

IV. Aim

To understand the importance of display.

V. Presentation

1. Define display
2. Importance of display
   (a) job skills
   (b) job understanding
   (c) job satisfaction
   (d) personal enjoyment

VI. Medial summary

Ask questions related to important aspects of display covered by the presentation.

VII. Application

Why is display important to you?
How will you be able to use display on your job?

VIII. Final summary

List the important aspects of display.

UNIT II-B: VISUAL MERCHANDISING
Lesson 2: Classification of displays

I. Behavioral objectives

To provide two kinds of examples of display so that the student will be able to:
1. Differentiate between a window and an interior display.
2. Compare promotional to institutional displays.

II. Apperceptive base

Show two color slides or pictures of two different window displays. One would be a high-fashion display and the other one on general merchandise. Have students evaluate: What they like vs. what they don't like. (Save these papers for end of unit assignment.)

III. Motivational approach

How can we reflect the character of the business by the display?

IV. Aim

To understand the classification of displays.

V. Presentation

1. Exterior displays
   (a) window display
   (b) open-store front
2. Interior displays
   (a) open display
   (b) close display
   (c) built-up display
   (d) ledge display
   (e) shadow-box display

VI. Medial summary

1. How do we differentiate between exterior and interior displays?
2. What type of items would be found in interior displays? Why?

VII. Presentation (cont.)

3. Objectives of display
   (a) promotional
   (b) institutional

VIII. Medial summary (cont.)

Give examples of promotional and institutional displays.

IX. Application

Based on your training station select a type of display that would be most effective, and explain why.

X. Final summary

List types of merchandise on the chalk board and have students match them with the appropriate types of display.

UNIT II-C: VISUAL MERCHANDISING
Lesson 3: Function of display

I. Behavioral objective

To present an analogy so that the student will be able to correlate the analogy with the four functions of a good display.

II. Apperceptive base

Give an example of an institutional and promotional display.

III. Motivational approach

What four steps would be important in proposing to a young lady named AIDA (Example: courtship - gaining attention - developing interest - building desire - dating - culminating an action - marriage proposal.)

IV. Aim

To learn the four functions of display.

V. Presentation

Functions of display
1. Attention
2. Interest
3. Desire
4. Action

VI. Medial summary

What makes a display distinctive and dramatic?

VII. Application

Pass out trade publications and have students select display ads. List the four functions of the ad and their respective effectiveness as they relate to the ad.

VIII. Final summary

Select students to verbally review their assignment.

UNIT II-D: VISUAL MERCHANDISING
Lesson 4: Elements of display

I. Behavioral objectives

Given examples students will be able to identify the elements of display.

II. Apperceptive base

What are the four functions of display?

III. Motivational approach

Can a pharmacist make up a prescription without the knowledge of elements that go into it?

IV. Aim

To have a working knowledge of the elements of display.

V. Presentation

1. Dominance - emphasis
2. Balance
   (a) formal
   (b) informal
3. Proportion

VI. Medial summary

1. How can the element of dominance be recognized in a display?
2. What are the advantages and disadvantages of formal balance?
3. How does proportion affect the display?

VII. Application

Have students draw examples of dominance, balance and proportion.

VIII. Final summary

Post examples on bulletin board of each element, and have students identify them.

UNIT II-D: VISUAL MERCHANDISING
Lesson 5: Elements of display (continued)

I. Behavioral objective

To present examples, from which students will identify the elements of display.

II. Apperceptive base

Review the elements covered up to date.

III. Motivational approach

What sign or symbol indicates "no left-hand turn"?

IV. Aim

To have a working knowledge of the elements of display.

V. Presentation

4. Line
   (a) horizontal line - quietude
   (b) vertical line - stability
   (c) diagonal line - excitement
   (d) curved line - rhythm
5. Shapes
   (a) static
   (b) moving
6. Size
7. Texture
8. Weight

VI. Medial summary

1. How do lines create a psychological effect?
2. How do lines create shapes?
3. How do lines relate to size, texture and weight?

VII. Application

Reproduce a visual, depicting each element of display and have students identify them.

VIII. Final summary

Have students explain their reasons of association.

UNIT II-D: VISUAL MERCHANDISING
Lesson 6: Elements of display - Color

I. Behavioral objective

To give examples; the students will then be able to identify the elements of display.

II. Apperceptive base

Review the elements from the two previous lessons.

III. Motivational approach

Why would you prefer to own a color television set rather than a black and white?

IV. Aim

To provide the basis for an understanding of how to use colors effectively.

V. Presentation

Use a color wheel.
9. Color
   (a) importance
   (b) hue
   (c) facts about value
   (d) intensity of chroma
   (e) combining colors in display harmony
   (f) principles of balance and emphasis
   (g) effects of artificial light

VI. Medial summary

1. What is the commercial system of color?
2. How do we translate the color wheel?
3. How would we apply the elements we have discussed in previous lessons to color?
4. How do you think lighting affects color?

VII. Application

Display color wheel.
Have each student give one fact about the effects which may be achieved in using the color wheel.
Example: Red and green - complementary colors.

VIII. Final summary

List the various effects of color on the display.
Example: green is a cooling color.

UNIT II-E: VISUAL MERCHANDISING
Lesson 7: Principles of design

I. Behavioral objective

To give examples so that students will be able to learn and identify the principles of design.

II. Apperceptive base

Review color principles as they relate to a display window.

III. Motivational approach

Why is it impossible to judge a book by its cover?

IV. Aim

To have a working knowledge of the principles of design.

V. Presentation

Principles of design.
1. Harmony
2. Contrast
3. Emphasis
4. Rhythm
   (a) repetition
   (b) alternation
   (c) progression
   (d) variety
   (e) line movement
5. Interference
6. Gradation

VI. Medial summary

1. What is the basic difference between harmony, contrast and emphasis as they relate to the principles of design?
2. What methods are utilized to obtain rhythmic eye flow in a display?
3. Differentiate between interference and gradation.

VII. Application

Students will give examples of merchandise displays indicating types of designs.

VIII. Final summary

Students will orally explain their examples.

UNIT II-F: ARRANGEMENTS IN DISPLAY
Lesson 8: Arrangements in display

I. Behavioral objective

Given merchandise and shadow boxes, students will be able to create a variety of arrangements.

II. Apperceptive base

Give students examples of the principles of design and have them identify the correct principle.

III. Motivational approach

An arrangement in music establishes unity and movement - Do you believe that an arrangement in display could serve the same purpose?

IV. Aim

To learn the arrangements in display.

V. Presentation

Arrangements
1. Mass display
2. Unit display
3. Radiation
4. Stair-step
5. Pyramid
6. Zig-zag
7. Repetition

VI. Medial summary

What arrangement would we use in displaying: shoes, shirts, cans of juice, jewelry, dresses ensemble, tires.

VII. Application

Using merchandise and shadow boxes students will demonstrate the arrangements in display.

VIII. Final summary

What types of display arrangements are used at your training station?

UNIT II-G: VISUAL MERCHANDISING
Lesson 9: Display construction and consideration

I. Behavioral objective

Given the merchandise, space, and calendar of events, the student will be able to plan and lay out a display.

II. Apperceptive base

Pass out sheets with diagrams of arrangements and have students identify the arrangements.

III. Motivational approach

Each student will have the opportunity to plan and create a layout for his/her own window.

IV. Aim

To learn to plan and lay out a display.

V. Presentation

Display construction and consideration
1. Plan
   (a) ideas
   (b) themes
   (c) calendar of events
2. Layout
   (a) sketch idea
   (b) feature merchandise and accessories
   (c) display units and props

VI. Medial summary

1. What is actually involved in planning a window?
2. Why is it important to layout a display?

VII. Application

Have students
1. Decide on the size of their window
2. Select merchandise
3. Select a day from the calendar of events.
4. Decide on props
5. Sketch idea (include theme)

VIII. Final summary

Move around the class to see if they understood the application of the assignment. Have students complete application for homework.

UNIT II-G: VISUAL MERCHANDISING
Lesson 10: Display construction and consideration (cont.)

I. Behavioral objective

Given the merchandise, space and calendar of events, the student will be able to plan and lay out a display.

II. Apperceptive base

Review the completed sketches of the display windows.

III. Motivational approach

Each student will be able to complete his/her own display window.

IV. Aim

To complete a display lay out.

V. Presentation

3. Assemble merchandise and fixtures
4. Adjustment and color
5. Lighting and cleanliness
6. Show-cards and lettering

VI. Medial summary

What effects do the following have on a display window:
fixtures, color, lighting, lettering and show-cards?

VII. Application

Students will complete sketch of layout by adding the following:
fixtures, color, lighting, lettering and show-card.

VIII. Final summary

What important steps should you follow in constructing a window?

UNIT II-H: VISUAL MERCHANDISING
Lesson 11: Evaluating the display

I. Behavioral objective

Given a rating-sheet the student will be able to evaluate a display window.

II. Apperceptive base

To review the important aspects of window construction.

III. Motivational approach

How would you like to compare your window plan and layout to a professional window display.

IV. Aim

To be able to evaluate a display window.

V. Presentation

Evaluating the display
1. Suitability - timeliness
2. Power to attract attention
3. Power to sell
4. Arrangement of merchandise
5. Cleanliness
6. Lighting
7. Technical excellence
8. Follow up

VI. Medial summary

1. What are the eight areas of evaluation?
2. Why are they important?

VII. Application

Give students display rating-sheets.
Have them evaluate their sketch and a window at their training station.

VIII. Final summary

Using the rating-sheet, the class as a whole will evaluate a window in the classroom.

III. ADVERTISING UNIT OUTLINE

A. Introduction

1. Definition
2. Importance
3. Form of mass-selling
4. Form of pre-selling

B. How advertising functions

1. Steps
2. Use of appeals
   (a) emotional
   (b) rational
   (c) testimonials and guarantees
   (d) factual

C. Advertising media

1. Types
2. Use of periodicals
3. Use of mass media
4. Use of direct advertising
5. Selection of media

D. Brand names and slogans

1. Use
2. Significance
3. Unbranded products

E. Closing the gap between advertising and selling

1. What a salesperson needs to know about advertising
2. Facts about the advertising
3. How salespeople can find out about advertising
4. What salespeople can do to make advertising effective

F. Advertising from start to finish

1. What is involved
2. Measuring effectiveness of advertising
3. Advertising policies

G. Advertising cost

1. Advertising and the individual
2. Advertising and the city or nation
3. Advertising and the salespeople
4. Advertising and relation to service

H. Creating the advertisement

1. Parts of a visual advertisement
   (a) headline
   (b) copy
   (c) illustration
   (d) logotype
   (e) border
   (f) white space
2. Fundamentals of a good advertisement
   (a) layout
   (b) evaluation
   (c) follow-up

I. Developments in advertising - past and future

1. Development of various media
2. Major changes
3. Future trends

ADVERTISING

General competencies

Owner - Manager

Attitude that, although the ultimate goal of advertising is to sell products and services, the salesperson usually completes the sale.

Attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Attitude that advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

Skill in checking advertising proofs for corrections, omissions and additions.

Calculate costs in the following areas: radio, TV, magazine, newspaper, direct mail, outdoor and transit, advertising agency fees, printer fees, and retail advertising.

Master - Employee

Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

Skill in correctly informing customers of the location of advertised merchandise within the store.

Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

Attitude that the available quantities of advertised merchandise should be checked before an ad breaks.

Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.

Understand the purpose of sales promotion.

Occupational category: Apparel and accessories
Instructional area: Advertising
Level: Owner - Manager

Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

Knowledge of the supply of merchandise available to back up an ad effectively.

Skill in correctly informing customers of the location of advertised merchandise within the stores.

Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.

Attitude that the available quantities of advertised merchandise should be checked before an ad breaks.

Attitude that although the ultimate goal of advertising is sell goods and services, the salesperson usually completes the sale.

Attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Attitude that advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

Understanding that an advertising budget should be designed and followed.

Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.

Skill in selecting appropriate merchandise for advertising purposes.

Skill in checking advertising proofs for corrections, omissions or additions.

Skill in keeping personnel informed of sales promotion activities within the store.

Skill in ability to select merchandise for advertising that is seasonal and timely.

Skill in working effectively with advertising and display departments to plan and carry out special advertising or displays within the department.

Skill in evaluating the effectiveness of advertising in terms of sales and costs.

Attitude that advertising plans and schedules should be based on factual information and sound judgement.

Attitude that advertising effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.

Know that advertising, to be successful, must be believed by the customer.

Select advertising media best suited to the product, merchandise or service being advertised.

Know that an appealing advertising headline gains the customer's attention.

Identify advertising objectives.

Provide information requested by client.

Present overall campaign strategy and client-profit goals.

Present advertising layout and copy and listen to client's responses.

Know the types of media that are available for advertising periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards) and direct advertising (catalogs, circulars, letters).

Prepare information for advertising copy that will create customer desire.

Know that advertising can produce immediate sales or create a favorable attitude toward the store for future sales.

Establish overall campaign strategy.

Understand the purpose of sales promotion.

Plan and prepare an advertising and sales promotion campaign to include budgeting.

Develop theme or idea for ad.

Tie together advertising, sales promotion and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.

Calculate costs in the following areas: radio, TV, magazine, newspaper, direct mail, outdoor and transit, advertising agency fees, printer fees, and retail advertising.

Gather information to initiate and pursue work.

Present media plans and discuss client response.

Write and use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and company image.

Originate ideas useful to sales promotion.

Analyze problems associated with advertising, copywriting, layout and media.

Know that effective advertising builds goodwill in customers.

Appreciate advertising in its role as mass seller, bringing together buyer and seller and helpint promote mass distribution for an economy geared to mass production.

Periodically review status of budget and note client concerns.

Be aware of competitors' advertised merchandise - its prices and competitive selling features, as an aid in selling one's own merchandise.

Know that advertising helps to build customer loyalty for the company and for the individual departments.

Know the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.

Design and execute a series of ads for one company organized around the variation of one basic theme or selling point.

Prepare a comprehensive marketing plan for a given product or service.

Provide media group with information needed to develop plan.

Provide creative department with information needed for strategy.

Issue final approved plan to client.

Present and discuss budget proposals.

Attend client company meetings as required.

Select the best items to advertise and feature.

Understand the relationship of sales promotion to personal selling and to distribution in general.

Knowledge of the ways to make the best use of manufacturers' or suppliers' brochures and pamphlets to keep customers infomed of new products, new product uses, manufacturers' games and contests.

Attitude that effective advertising builds goodwill in customers.

Knowledge of the relative cost of advertising in various media.

Knowledge of the various methods which can be used to inform customers of special events.

Knowledge of the ways in which past advertisements can be helpful in planning future ads.

Knowledge of state and federal laws regarding packaging.

Knowledge of the causes of product shrinkage and legal provisions for packaging these products involved.

Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.

Knowledge of the procedures for preparing an advertisement budget and schedule that will apportion ad money for its most effective use.

Skill in checking advertising proofs for corrections, omissions and additions.

Attitude that demonstrations of products or free samples given to customers within the store area are a valuable form of promotion for both the manufacturer and the store involved.

Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period (example - white sales in January).

Understanding the uses of promotional and institutional advertising.

Skill in studying specific information in ads and using the advertised facts effectively in selling.

Know that newspaper advertising must be read in order to keep informed of the advertising done by one's own company and its competitors.

Know the procedures for handling mail and telephone orders in response to ads.

Select the best medium for the type of advertising to be done.

Coordinate national or chain advertising with the on-floor selling activities.

Know the purposes of ad illustrations.

Be familiar with the influence of advertising in the economy.

Make basic layout plans.

Secure or prepare illustrations.

Occupational category: Food services
Instructional area: Advertising
Level: Owner - Manager

Attitude that the available quantities of advertised merchandise should be checked before an ad breaks.

Skill in selecting appropriate merchandise for advertising purposes.

Skill in keeping personnel informed of sales promotion activities within the store.

Skill in ability to select merchandise for advertising that is seasonal and timely.

Skill in working effectively with advertising and display departments to plan and carry out special advertising or displays within the department.

Skill in evaluating the effectiveness of advertising in terms of sales and costs.

Attitude that advertising plans and schedules should be based on factual information and sound judgement.

Attitude that advertising effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.

Know that advertising, to be successfull, must be believed by the customer.

Select advertising media best suited to the product, merchandise or service being advertised.

Identify advertising objectives.

Provide information requested by client.

Present advertising layout and copy and listen to client responses.

Know the types of media that are available for advertising periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards) and direct advertising (catalogs, circulars, letters).

Prepare information for advertising copy that will create customer desire.

Know that advertising can produce immediate sales or create favorable attitude toward the store for future sales.

Establish overall campaign strategy.

Develop theme or idea for ad.

Gather information to initiate and pursue work.

Originate ideas useful to sales promotion.

Attent client company meetings as required.

Select the best items to advertise and feature.

Appreciate the scope of sales promotion and its importance to the salesman, customer and business as well as to the entire economy of the nation.

Review available research and/or recommended research.

Recommend related promotional activities.

Consult with media group in developing media plan.

Knowledge of the ways to make the best use of manufacturers' or suppliers' brochures and pamphlets to keep customers informed of new products, new product uses, manufacturers' games and contests.

Knowledge of the relative cost of advertising in various media.

Knowledge of the ways in which past advertisements can be helpful in planning future ads.

Knowledge of state and federal laws regarding packaging.

Knowledge of the causes of product shrinkage and legal provisions for packaging these products involved.

Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.

Knowledge of the procedure for preparing an advertisement budget and schedule that will apportion ad money for its most effective use.

Skill in checking advertising proofs for corrections, omissions and additions.

Attitude that demonstrations of products or free samples given to customers within the store are a valuable form of promotion for both, the manufacturer and the store involved.

Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period (example - white sales in January).

Attitude that restaurang advertising can provide information about the location and facilities of food service, kinds of food service, kinds of food service provided, hours of service, food and menu prices.

Know that newspaper advertising must be read in order to keep informed of the advertising done by one's own company and its competitors.

Select the best medium for the type of advertising being done.

Coordinate national or chain advertising with the on-floor selling activities.

Know the purposes of ad illustrations.

Occupational category: General merchandise
Instructional area: Advertising
Level: Owner - Manager

Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

Skill in correctly informing customers of the location of advertised merchandise within the stores.

Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

Occupational category: Apparel and accessories
Instructional area: Advertising
Level: Master - Employee

Attitude that, although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.

Provide information requested by client.

Establish overall campaign strategy.

Know that effective advertising builds goodwill in customers.

Appreciate advertising in its role as mass seller, bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production.

Know that advertising helps to build customers' loyalty for the company and for the individual departments.

Know the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.

Evaluate his potential interests and abilities in sales promotion with respect to the career opportunities available.

Attitude that in redeeming manufacturers' coupons, the store promotes customer loyalty.

Attitude that effective advertising builds customer goodwill.

Attitude that demonstrations of products or free samples given to customers within the store are a valuable form of promotion for both, the manufacturer and the store involved.

Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period. (Example: white sales in January.)

Skill in studying specific information in ads and using the advertised facts effectively in selling.

Know the procedures for handling mail and telephone orders in response to ads.

Know the purposes of ad illustrations.

Occupational category: Advertising services
Instructional area: Advertising
Level: Master - Employee

Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.

Attitude that advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

Understanding that an advertising budget should be designed and followed.

Skill in checking advertising proofs for corrections, omissions and additions.

Know that an appealing advertising headline gains the customer's attention.

Identify advertising objectives.

Know the types of media that are available for advertising - periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards), and direct advertising (cathlogs, circulars, letters).

Prepare information for advertising copy that will create customer desire.

Develop theme or idea for ad.

Originate ideas useful to sales promotion.

Identify the basic structural elements: illustration, body copy, logo and headline.

Skill in checking advertising proofs for corrections, omissions and additions.

Use various type styles in copy.

Occupational category: Advertising services
Instructional area: Advertising
Level: Master - Employee

Ability to determine in various situations the most efficient way to get the job accomplished.

Believe that each employee should be made to feel his/her efforts are really appreciated.

Know that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.

Follow up on work progress.

Attitude to apply ethical behavior in business relations.

Follow instructions from superiors.

Insure accuracy in paperwork.

Occupational category: Finance and credit
Instructional area: Advertising
Level: Master - Employee

Skill in keeping personnel informed of sales promotion activities within the store.

Provide information requested by client.

Know that effective advertising builds goodwill in customers.

Know that advertising helps to build customer loyalty for the company and for the individual departments.

Know that the creation of a desirable image can often be enhanced with a certain trademark or other easily identifiable symbol.

Attitude that effective advertising builds goodwill in customers.

Attitude that restaurant personnel supplement advertising with a neat appearance, kind actions, interest and enthusiasm.

Occupational category: Food marketing
Instructional area: Advertising
Level: Master - Employee

Knowledge of the supply of merchandise available to back up an ad effectively.

Occupational category: General merchandise
Instructional area: Advertising
Level: Master - Employee

Knowledge of the supply of merchandise available to back up an ad effectively.

Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.

Attitude that, although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.

Attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Attitude that advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

Understanding that advertising budget should be designed and followed.

Skill in selecting appropriate merchandise for advertising purposes.

Skill in keeping personnel informed of sales promotion activities within the store.

UNIT III-A: ADVERTISING
Lesson 1: Introduction

I. Behavioral objective

To provide a comprehensive introduction so that students will be able to understand the importance and uses of advertising in the business world.

II. Apperceptive base

What would happen if advertising stopped at 10 A.M. this morning?

III. Motivational approach

Highlight excerpts from Public Relations Service Booklet (included).

IV. Aim

To learn the contributions advertising gives to our life.
To develop an interest in studying advertising as an aid to the Marketing and Distribution field.

V. Presentation

Introduction
1. Define advertising
2. Importance

VI. Medial summary

What is the ultimate goal of advertising?

VII. Application

"All the world is a billboard."
Have students point out how we have grown up in a world of advertising.

VIII. Final summary

Show advertising's importance by listing examples of the type of advertisements we come in daily contact with.

UNIT III-A: ADVERTISING
Lesson 2: Introduction - Form of mass selling

I. Behavioral objective

To give the student a comprehensive definition of advertising so that he/she will be able to apply it to mass selling.

II. Apperceptive base

What is advertising and how is it important?

III. Motivational approach

How does personal advertising differ from non-personal advertising?

IV. Aim

To demonstrate the importance of mass selling.

V. Presentation

3. Mass selling
   (a) paid for
   (b) non-personal
   (c) presentation of facts, services, or ideas
   (d) to groups
4. Implications
   (a) widespread
   (b) overlooked by someone
   (c) interpretation of individual needs

VI. Medial summary

What are some of the effects of mass selling?

VII. Application

Have students list the different types of mass selling and give an example of each.

VIII. Final summary

Have students match each type of mass selling with a newspaper ad.

UNIT III-A: ADVERTISING
Lesson 3: Introduction - Form of pre-selling

I. Behavioral objective

Given an ad, students will be able to note forms of pre-selling.

II. Apperceptive base

Review mass-selling ads.

III. Motivational approach

Did you ever react to a form of media by purchasing the product advertised?

IV. Aim

To identify advertising as a form of pre-selling.

V. Presentation

5. Pre-selling
   (a) steps of an ad - identify
      (1) A - attention
      (2) I - interest
      (3) D - desire
      (4) A - action
   (b) customer reaction
      (1) no response
      (2) delayed response
      (3) immediate response
   (c) degree of response
      (1) decides to shop
      (2) decides to shop in a given store
      (3) decides on a particular purchase

VI. Medial summary

Can you recall an ad that you acted upon (relate the answer to the presentation).

VII. Application

Find an ad and list the forms of pre-selling related to that ad. Point out in a written report how a salesperson would follow through on customer's initial move.

VIII. Final summary

In what types of media might pre-selling be used?

UNIT III-B: ADVERTISING
Lesson 4: How advertising functions

I. Behavioral objectives

To explore types of advertising appeals used; students will then be able to give examples.

II. Apperceptive base

How can we use appeals to induce buying?

III. Motivational approach

What is the definition of love? (Ask the question of a number of students; develop the idea that there is no single definition, only descriptive feelings).

IV. Aim

To learn the different types of appeals.

V. Presentation

1. Steps - functions
   (a) A - attention
   (b) I - interest
   (c) D - desire
   (d) A - action
2. Use of appeals
   (a) emotional
      (1) maternal affection
      (2) fear
      (3) ambition
      (4) attraction of sex
      (5) appetite
   (b) rational
      (1) economy
      (2) efficiency
      (3) cost
      (4) performance

VI. Medial summary

What is the basic difference between an emotional and rational appeal?

VII. Application

Game: a student will state an emotion and a second student will give an example of an advertisement (based on any form of media). Students unable to give examples will be eliminated.

VIII. Final summary

Differentiate between emotional and rational appeals as they relate to products and services.

UNIT III-B: ADVERTISING
Lesson 5: How advertising functions (cont.)

I. Behavioral objectives

To review the types of appeals used, so that students will be able to give examples.

II. Apperceptive base

How can we use appeals to induce buying?

III. Motivational approach

Do you believe that in advertising it is not what you like but what you sell that is important?

IV. Aim

To learn different types of appeals.

V. Presentation

2. Use of appeals (cont.)
   (c) testimonials and guarantees
       warrantee
   (d) factual
       (1) puffing
       (2) facts

VI. Medial summary

1. What is a testimonial?
   What is the difference between a warrantee and a guarantee?
2. How do trade puffs and facts differ?

VII. Application

Create a trade-puffing situation; indicate how it is not factual. Would this example be considered false advertising?

VIII. Final summary

Review the different types of appeals to be sure that the student is aware of them and makes use of them in selling.

Homework : bring in a newspaper.

UNIT III-C: ADVERTISING
Lesson 6: Advertising media - types

I. Behavioral objective

To discuss current types of advertising media so that the student will understand how he/she can use each medium effectively in selling.

II. Apperceptive base

Why is newspaper advertising one of the most popular mediums?

III. Motivational approach

How many periodicals find their way into your house in a period of a month?

IV. Aim

To learn the advantages of the use of each of the various advertising periodicals.

V. Presentation

Advertising media
1. Types
   (a) periodicals
   (b) mass media
   (c) direct advertising
2. Use of periodicals
   (a) newspapers
   (b) magazines
   (c) directories

VI. Medial summary

1. Would a newspaper have an advantage over a magazine as a form of media?
2. How many people have used the classified telephone directory?

VII. Application

Have students analyze their newspaper as to its effectiveness as an advertising medium. Give reasons for your answers.

VIII. Final summary

Review the advantages and disadvantages of newspaper advertising.

UNIT III-C: ADVERTISING
Lesson 7: Advertising media - radio

I. Behavioral objective

To learn more about the use of mass media so that the student will be able to identify and choose the various mediums, best suited to various advertising needs.

II. Apperceptive base

Identify the periodicals found in the home.

III. Motivational approach

What forms of media are you expoped to on-the-job?

IV. Aim

To point out the value of radio in advertising.

V. Presentation

Advertising media (cont.)
3. Use of mass media
   (a) radio
      (1) advantages
      (2) disadvantages

VI. Medial summary

1. What is mass media?
2. What are the types?

VII. Application

Prepare a chart of the radio stations in your area. Carefully listen to your radio and record the types of products being sponsored and see if they are advertised in your local paper.

VIII. Final summary

Review advantages and disadvantages of radio.

UNIT III-C: ADVERTISING
Lesson 8: Advertising media - television

I. Behavioral objective

To further explore the use of mass media so that the student will be able to sharpen his/her identification and choice of mediums.

II. Apperceptive base

How many products being sponsored on radio were also advertised in the local newspaper?

III. Motivational approach

What impact does television have as a form of media?

IV. Aim

1. To point out the value of television in advertising.
2. To point out the value of quality programs to enhance the value of television commercials.

V. Presentation

3. Use of mass media (cont.)
   (b) television
      (1) advantages
      (2) disadvantages

VI. Medial summary

What are the advantages and disadvantages of television advertising?

VII. Application

List ten television ads and show why you felt they were effective or ineffective.

VIII. Final summary

What are the advantages and disadvantages of television?

UNIT III-C: ADVERTISING
Lesson 9: Advertising media - outdoor advertising

I. Behavioral objectives

To continue to broaden understanding of the use of mass media so that students will be able to identify and recognize the effectiveness of each of the various media.

II. Apperceptive base

What commercials did you feel had the most appeal? The least?

III. Motivational approach

What are some of the kinds of outdoor advertising you see around town?

IV. Aim

To point out the value of outdoor advertising.

V. Presentation

3. Use of mass media (cont.)
   (c) outdoor advertising
      (1) billboard and powters
      (2) car and bus carts
      (3) signs on trucks
      (4) point-of-sale signs
      (5) advantages
      (6) disadvantages

VI. Medial summary

1. What are the forms of outdoor advertising?
2. Give examples in your town.

VII. Application

Select an outdoor advertisement that attracted your attention. List all the factors that you can remember about the ad.

VIII. Final summary

What are the advantages and disadvantages of outdoor advertising?

UNIT III-C: ADVERTISING
Lesson 10: Advertising media - use of direct advertising

I. Behavioral objective

To continue to learn about use of mass media so that students will be able to sharpen further, their use of various media.

II. Apperceptive base

What are some forms of outdoor advertising?

III. Motivational approach

What is the most popular and least expensive form of advertising?

IV. Aim

To point out the value of direct mail advertising.

V. Presentation

4. Use of direct advertising
   (a) name product
   (b) appeal to senses
   (c) give logotype
   (d) name manufacturer
   (e) list price
   (f) use illustrations
   (g) use clear and concise copy

VI. Medial summary

What are the points to avoid in creating a direct mail ad?
(Example: be positive, use clear logotype)

VII. Application

Have students create a three-part direct mail ad on an 8½" by 11" piece of construction paper folded as a booklet.

VIII. Final summary

Review the do's and don'ts of constructing a direct mail ad.

UNIT III-C: ADVERTISING
Lesson 11: Advertising media - selection of media

I. Behavioral objective

To summarize and tighten knowledge of the use of mass media so that students will know how to identify and use the various media.

II. Apperceptive base

Have students present their direct mail ads to the class.

III. Motivational approach

How would you select the best media in which to advertise for your business.

IV. Aim

To learn how to select the appropriate media to meet your needs.

V. Presentation

5. Selection of media
   (a) clientele sort
   (b) type of organization
   (c) location
   (d) message to be sent
   (e) cost
   (f) competition to be met

VI. Medial summary

What factors should be considered in determining the best media to use?

VII. Application

What types of media would you choose at your place of work? List reasons.

VIII. Final summary

What facts do you consider in choosing a form of media?

UNIT III-D: ADVERTISING
Lesson 12: Brand names and slogans

I. Behavioral objective

To communicate an understanding of the significance of brand names and slogans so that students will be able to apply brand names/slogans to advertising.

II. Apperceptive base

Why bother to identify products?

III. Motivational approach

Students will be handed a sheet of well-know advertising slogans (see lesson 13). Students are to identify the products.

IV. Aim

To develop an understanding of brand names and slogans.

V. Presentation

Brand names and slogans
1. Use
2. Significance
3. Unbranded products

VI. Medial summary

1. What is the value of utilizing brand names and slogans in advertising?
2. Why do some merchants remove or choose not to use brands?

VII. Application

Have students group in fours.
Each team is to develop a product and a service. The product and the service must receive a brand name and a slogan.

VIII. Final summary

Review the purpose of brand names and slogans. Note the importance to promote unbranded merchandise under certain conditions.

UNIT III-D: ADVERTISING
Lesson 13: Brand names and slogans

Name: _____

Date: _____

1. Babies are our business, our only business _____.
2. 97% caffeine free _____.
3. Aren't you glad _____.
4. Un-cola _____.
5. Happy motoring _____.
6. 57 varieties _____.
7. Melts in your mouth, not in your hands _____.
8. When stress and strain cause headache pain _____.
9. Good to the last drop _____.
10. The breakfast of champions _____.
11. 99 - 47/100% pure _____.
12. When it rains it pours _____.
13. Does she or doesn't she _____.
14. Progress is our most important product _____.
15. To be sure it's _____.
16. For those who think young _____ generation.
17. You deserve a break today _____.
18. Double your pleasure, double your fun with _____.
19. Two mints in one _____.
20. I'd walk a mile for a _____.

UNIT III-D: ADVERTISING
Lesson 13: Answer key

1. Gerber
2. Sanka
3. Dial
4. 7-up
5. Exxon
6. Heinz
7. M & M
8. Excedrin
9. Maxwell House
10. Wheaties
11. Ivory
12. Morton's salt
13. Clairol
14. General Electric
15. Westinghouse
16. Pepsi
17. McDonald's
18. Doublemint
19. Certs
20. Camel

UNIT III-E: ADVERTISING
Lesson 14: Closing the gap between advertising, selling

I. Behavioral objective

To hold a discussion period which will enable the students to realize the relationship which exists between advertising and selling.

II. Apperceptive base

Review the brand names and slogans developed by the teams for respective products and services provided by the teams.

III. Motivational approach

Have you ever been affected on the job by an advertising campaign?

IV. Aim

To encourage the use of advertising in selling.

V. Presentation

Closing the gap between advertising and selling
1. What a salesperson needs to know about advertising
   (a) what is advertised?
   (b) how to use information

VI. Medial summary

Why is it important for a salesperson to be knowledgeable about an ad that is related to what he/she is selling?

VII. Presentation

2. Facts to know about the advertising
   (a) what merchandise?
   (b) where - media
   (c) product information
   (d) merchandise location
   (e) whether advertising is a store-wide promotion

VIII. Medial summary

In selling, what should you be aware of in regards to a particular ad?

IX. Presentation

3. How salespeople can find out about advertising
4. What salespeople can do to make advertising effective

X. Medial summary

How do salespeople find out about advertising and make it effective as it relates to their product or service?

XI. Application

Ask students to report on how they used advertising or observed the use of advertising in selling.

XII. Final summary

Review how effective advertising can increase sales.

UNIT III-F: ADVERTISING
Lesson 15: Advertising from start to finish

I. Behavioral objectives

To re-examine the functions of advertising so that the student will be able to develop an organizational chart.

II. Apperceptive base

Randomly select students to explain how they are affected on their job by advertising.

III. Motivational approach

What types of positions are available to you if you would like to work in the field of advertising?

IV. Aim

To create an awareness of the advertising organization.

V. Presentation

Advertising from start to finish
1. What is involved
   (a) large organization
   (b) small organization
2. Measuring effectiveness of advertising
3. Advertising policies

VI. Medial summary

1. What is the basic difference between large and small organizations in implementing advertising?
2. How do we measure the effectiveness of advertising?
3. How do advertising policies affect the organization?

VII. Application

Select a large or a small advertising organization and develop an organizational chart.

VIII. Final summary

Review positions available for the organizational chart of an advertising agency. (Examples attached.)

ORGANIZATIONAL CHART

POSITION	ANSWERS TO
Chairman of Board - Board of Directors	
President	Chairman of Board - Board of Directors
Account Supervisor	President
Account Executive	Account Supervisor
Assis. Account Executive	Account Executive
Media Director	President
Media Supervisor	Media Director
Media Department	Media Supervisor
Estimators	Media Department
Advertising checkers	Media Department
Production Director	President
Outdoor Advertising Department	Production Director
Broadcast Department	Production Director
Print Director	Production Director
Producers	Broadcast Department
Artists	Print Director and Broadcast Department
Traffic Department	Print Director and Broadcast Department
Talent	Traffic Department
Copy Chief	President
Copy Supervisor	Copy Chief
Copy Writer	Copy Supervisor
Business Manager	President
Office Management	Business Manager
Account Department	Business Manager
Building Department	Account Department
Personnel	Business Manager
Legal Department	Business Manager

POSITION	ANSWERS TO
Internal and External Communications Department	Personnel
Mailing Department	Internal and External Communications Department
New and Public Relations	President
Feature Writer Department	New and Public Relations
Research Department	President
Interviewers	Research Department
Tabulators	Interviewers
Research Writers	Tabulators

UNIT III-G: ADVERTISING
Lesson 16: Advertising cost

I. Behavioral objective

To inform the student on advertising cost so that the student will be able to relate cost to the service it renders.

II. Apperceptive base

Review assigned organizational charts.

III. Motivational approach

Large sums of money are spent in advertising; name some events that you, as president of the company, would want your advertising agency to sponsor.

IV. Aim

To consider the cost of advertising.

V. Presentation

Advertising cost
1. The individual
2. City, state, nation
3. Salespeople
4. Relation to service
   (a) cost determined
   (b) who bears the cost
   (c) how much to spend

VI. Medial summary

How we determine advertising cost as it relates to advertising media utilized?

VII. Application

Based on the study of this lesson, explain what you think is meant by the following statement: "It makes very little difference how many read a newspaper unles it reaches the right people."

VIII. Final summary

Review - advertising benefits are many; cost as percent of sales is small. Therefore, although millions of dollars are spent, cost is minimal relative to the service rendered.

UNIT III-H: ADVERTISING
Lesson 17: Parts of the ad - headline

I. Behavioral objective

To present some basic principles so that the student learner will know how to develop a headline.

II. Apperceptive base

Why do some people consider the headline the most important step in the creation of an ad?

III. Motivational approach

How do you create headlines that promise people a benefit?
Example: "How to make a million dollars in six easy steps."

IV. Aim

To create a headline.

V. Presentation

Parts of an advertisement
1. Headline
2. Copy
3. Illustration
4. Logotype
5. Border
6. White space

1. Headline
   (a) concise
   (b) simple
   (c) common words
   (d) factual
   (e) connect reader's experience with the product or service
   (f) suggestive
   (g) contrasting print
   (h) gentle persuasion to the reader
   (i) promise benefits to the reader
   (j) newsy

VI. Medial summary

What are the basic principles for a good headline?

VII. Application

From a newspaper or magazine choose five headlines that could be improved. Rewrite these headlines in no more than five short words.

VIII. Final summary

Review principles of a good headline.

UNIT III-H: ADVERTISING
Lesson 19: Parts of an ad - copy

I. Behavioral objective

Given the make-up of copy, the students will be able to apply its parts to an ad.

II. Apperceptive base

What are some things that lead us from headline into copy?

III. Motivational approach

What would you include to make copy effective?

IV. Aim

To list the factors to consider when making up effective copy.

V. Presentation

2. Copy (cont.)
   (b) Factors in copy writing
      (1) objectives
      (2) connect to headline
      (3) benefits
      (4) selling facts
      (5) appeals
      (6) be specific
      (7) closing

VI. Medial summary

How do we achieve the purpose of proper copy writing?

VII. Application

Have students select an ad and list all the positive factors as they relate to the ad.

VIII. Final summary

Review factors involved in copy writing.

UNIT III-H: ADVERTISING
Lesson 18: Parts of a headline - copy

I. Behavioral objective

Given various types of copy, students will be able to identify each of them in ads.

II. Apperceptive base

What are the six parts of an ad?

III. Motivational approach

Have you ever stopped to read the body copy for an ad? Why? What was the ad?

IV. Aim

To learn about different types of copy.

V. Presentation

2. Copy
   (a) Types of copy
      (1) Testimonial - A satisfied user of the product or service acts as spokesman for the advertiser.
      (2) Endorsement copy - "Personality-endorsement advertising" Testimonial advertising where a well known person is used.
      (3) Case-history copy - The successful results of using a product/service.
      (4) Reminder copy - Aims to remind the prospect of a product or service without selling in depth.
      (5) Mood copy - Doesn't conform with usual copy guides. Appeals to the emotions. It does not rely on rational appeals.

VI. Medial summary

What are the different types of copy?

VII. Application

Have students give examples of types of copy.

VIII. Final summary

Review the purpose for each type of copy.

UNIT III-H: ADVERTISING
Lesson 20: Parts of an ad - illustration

I. Behavioral objectives

To study selling points so that the students will be able to identify the relationship of an ad to selling.

II. Apperceptive base

What are the parts of an ad? How important is the illustration in the ad?

III. Motivational approach

We form impressions without saying a word.
Have you ever gone some place where you had to wait in a room with other people whom you did not know? Did you sit there and make judgements about the people based on their appearance?
"First impressions are often lasting ones."

IV. Aim

To be able to identify how and why illustrations are used in advertising.

V. Presentation

3. Illustration
   (a) importance
   (b) visualization

VI. Medial summary

1. What is an illustration and its purpose?
2. How is it used in selling a product?

VII. Application

Explain what is meant by "A picture is worth a thousand words."

VIII. Final summary

How can we relate the parts of an ad to AIDA?

UNIT III-H: ADVERTISING
Lesson 21: Parts of an ad - illustration

I. Behavioral objective

Given a picture, the student will be able to identify what he/she sees in the illustration.

II. Apperceptive base

What are the parts of an ad?
How do the parts of an ad relate to AIDA?

III. Motivational approach

Give students an illustration of an ad (without copy) and have them write what they think is happening.

IV. Aim

To be able to identify how and why illustrations are used in advertising.

V. Presentation

3. Illustration (cont.)
   (c) classifications of illustrations - illustrate the product
      (1) alone
      (2) in a setting
      (3) in use
      (4) dramatizing the headline
      (5) dramatizing the evidence
      (6) comparison

VI. Medial summary

What are the methods of visualization?

VII. Presentation

      (7) contrast
      (8) cartoon
      (9) trade characters
      (10) phantom or ghost diagram
      (11) symbolism
      (12) decoration and ornament - abstract

VIII. Medial summary

What are the last six classifications of illustration?

IX. Application

Have students find examples of the classifications of illustration.

X. Final summary

How would you select an illustration?

UNIT III-H: ADVERTISING
Lesson 22: Parts of an ad - border, logotype, white space

I. Behavioral objective

Given an ad, students will be required to identify the six parts of the ad.

II. Apperceptive base

What is an illustration?

III. Motivational approach

Make up a transparency of trade marks. Have students identify them.

IV. Aim

To be able to identify the border, white space and logotype in an ad.

V. Presentation

4. Logotype
5. Border
6. White space

VI. Medial summary

1. What is a logotype?
2. Why should a border be used?
3. What is the purpose of white space?

VII. Application

Give students an ad and have them identify the six parts. (See attached sheet.)

VIII. Final summary

Have the students as a group identify the parts of the ad provided.

UNIT III-H: ADVERTISING
Lesson 23: Fundamentals of a good advertisement

I. Behavioral objective

To study the stages of layout so that the student will be able to prepare a good layout.

II. Apperceptive base

What are the six parts of an ad?

III. Motivational approach

Why are layouts necessary?

IV. Aim

To be able to identify the purpose of the layout and the stages of layout.

V. Presentation

Fundamentals of a good advertisement
1. Layout
   (a) rough copy
   (b) thumbnail
   (c) comprehensive
   (d) mechanical

VI. Medial summary

What steps are necessary in the layout preparation?

VII. Presentation

2. Evaluation
3. Follow-up

VIII. Medial summary

What is the purpose of a layout?

IX. Application

Give students a buyer's information sheet and have them prepare a six-part ad (buyer sheet is attached).

X. Final summary

Utilizing an ad checklist (see attached) have students evaluate the effectiveness of their ad.

MASTER EMPLOYEE - ADVERTISING

NOTES TO CONTESTANTS

1. Assume you are preparing a newspaper ad for Bamberger's Department Store. (Graph paper provided to utilize as size of ad.)

2. Using the buyer's information sheet below write the copy and layout of an ad.

BUYER'S INFORMATION SHEET

ITEM: Sweaters

BRAND: Lahmar

SELLING FEATURES:

Richly textured

Fishermen's knit

Styles: V neck, crew neck, pullovers or cardigan

100% Orlon acrylic

Sizes: S, M, L, XL

Price: $12.99 (regularly $17 to $19)

Men's Department (2nd floor)

Colors: Winter white, yellow frost, sandstone, light blue, jade, garnet red, sapphire blue, cordovan, burgundy

CHECK LIST FOR ADVERTISEMENTS

Do headlines, illustrations and copy all portray goods from the customer's point of view? ____

Do headlines and illustrations have the same theme? ____

Does the headline name the goods? ____

Does the headline tell something about the goods? ____

Is there a definite starting point? ____

Is there a clear-cut sequence to the advertisement? ____

Does the copy follow through on the headline? ____

Does the copy observe the principles of unity and emphasis? ____

Does the advertisement contain an urge to action? ____

Does it give complete and specific facts about

- Price? ____
- Style features? ____
- Construction? ____
- Workmanship or quality? ____
- Points of superiority, if any? ____
- Sizes? ____
- Colors? ____
- Suitability? ____
- Uses? ____
- Benefits? ____
- Special services, if any? ____
- Store's exclusive right to sell, if any? ____
- Quantities? ____

UNIT III-I: ADVERTISING
Lesson 24: Development in advertising

I. Behavioral objective

To give a period of discussion of trends in advertising, so that the student will be able to recognize style developments in advertising.

II. Apperceptive base

Review ad layouts.

III. Motivational approach

Can you think of any recent developments that might affect advertising? (Example, shopping by phone video.)

IV. Aim

To be able to identify developments in advertising.

V. Presentation

Development in advertising - past and future
1. Development of various media
2. Major changes
3. Future trends

VI. Medial summary

What developments in advertising have taken place over the years?

VII. Application

List any new advertising trends that have affected you on the job.

VIII. Final summary

Make a list of past and present developments in the advertising field.

IV. STORE OPERATIONS UNIT OUTLINE

A. Introduction

B. Types of service operations

1. Packing and wrapping

(a) define
(b) purpose
(c) cost
(d) prepacking
(e) methods of packing and wrapping
(f) types of packing and wrapping

2. Adjustments and credit returns

(a) adjustments
(b) credit
(c) returned merchandise

3. Retail package delivery - delivery methods and equipment

4. Mail and telephone orders

(a) handling transactions
(b) problems involved
(c) cost

C. Retail store protection

1. The security department

(a) detective work
(b) police protection
(c) dressing room policies

2. Shoplifters, refund artists, and price-switchers
Handling offenders

3. Security devices

(a) cameras
(b) alarms
(c) other: mirrors

D. Store maintenance

1. Importance of maintenance, safety and supplies

(a) define
(b) function
(1) housekeeping and janitorial work

(2) construction and repair
(3) heating, ventilation, and air-conditioning
(4) lighting
(5) safety precautions
a- accident and fire
b- employee drills in emergency procedures

2. Store supplies

(a) types of supplies
(b) methods of ordering

(1) large store
(2) small store

(c) methods of requisitioning supplies

(1) large store
(2) small store

E. Stockkeeping

1. Definition

2. Purpose of stock work

(a) money value
(b) wholesale and service organizations
(c) changes in trade

3. Advantages of proper stockkeeping

(a) to the salesperson
(b) to wholesale or retail customer
(c) to the organization

4. Facts to know about stockkeeping

(a) where is stock kept
(b) who is responsible for stockwork
(c) when stockkeeping is done
(d) what stock work includes

5. Stockkeeping; a facilitating activity

F. How stock gets into the store

1. Steps in getting merchandise in the department

(a) buying
(b) receiving, checking and marking
(c) storing merchandise in stockroom or selling floor
(d) transfer of merchandise from one branch to another

2. Steps a buyer takes in buyer takes in buying merchandise

   (a) contacts vendor or salesman
   (b) selects merchandise
   (c) determines financial arrangement for paying for merchandise

3. Procedure in storing merchandise

G. Straightening and control of stock

1. Importance

2. Duties in straightening stock

   (a) arrangement
   (b) folding and hanging
   (c) replacement

3. Filling in stock

   (a) counter stock
   (b) understock
   (c) reserve stock

4. Follow stock control system

H. Inventory

1. Types of inventory

   (a) physical
   (b) book

2. Reasons for inventory

3. Steps in taking an inventory

   (a) plan
   (b) follow through
   (c) calculate

4. Practice demonstrations

5. New developments

I. Stock information

1. What is carried
2. Amounts available
3. Classifications used
4. Location of individual items
5. When to re-order

J. Stockkeeper qualifications

1. Physical requirements
2. Mental abilities
3. Personality traits
4. Special abilities

K. Developing proper procedures in stockkeeping

1. Importance
2. Ways of saving time and effort
3. Ways of saving expense
4. Precautions to observe

L. Care of fixtures, signs and displays

1. Storage and display fixtures
2. Point-of-sale signs and displays
3. Direction and making of signs

STORE OPERATIONS

General competencies

Owner - Manager

Understanding of procedures for reporting and handling damaged merchandise.

Skill in recognizing and handling shoplifting.

Know how to interview potential employees obtaining all necessary data and offering them information concerning the business - its operation and policies.

Know that employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.

Know how to handle employee complaints and grievances, maintaining an objective point of view.

Select and place employees in jobs which they are physically, mentally and emotionally equipped to perform.

Make job orientation for new employees friendly, skillful and adequate.

Ability to determine when additional employees are needed in order to accomplish desired business objectives.

Master - Employee

Knowledge of how to "close out" the department at the end of a selling day.

Follow instructions from superiors.

Plan and organize work.

Handle and care for company equipment.

Occupational category: Apparel and accessories
Instructional area: Store operations
Level: Owner - Manager

Knowledge of how to authorize customer checks according to the store's policy.

Knowledge that, although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.

Understanding that seemingly small savings in some expense areas can mean a substantial gain in profits.

Understanding of procedures for reporting and handling damaged merchandise.

Knowledge of the amount on-hand of various items which is considered an adequate supply.

Understanding that careful use of supplies will help control expenses.

Skill in recognizing shoplifting.

Skill in ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permite ease of restocking.

Attitude that a well-kept store is a primary means of attracting and holding business.

Attitude that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

An awareness of the advantages of credit to the customer-smooth out irregularities of purchasing power, is a shopping convenience, etc.

An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.

Knowledge of how to control expenses in order to provide the highest possible profit.

Understanding the procedures involved in checking merchandise in against an invoice.

Realization that expenses are an influential factor in profitable merchandising.

Attitude that salespeople must be supplied with credit information, especially changes in credit policies.

An awareness of the advantages of credit to the store; produces sales that might never have been made, increases the number of sales per customer and attracts a better type of customer to the store.

Attitude that employees must be alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.

Follow instructions from superiors.

Determine priorities.

Evaluate ads with client.

Prospect for new accounts.

Know how to interview potential employees, obtaining all necessary data and offering them information concerning the business - its operation and policies.

Plan and organize work.

Establish and maintain relationships with the customers.

Plan credit promotions that are timely and worthy of customer interest.

Identify that prompt and continuous collection contact reduces bad debts.

Define credit.

Reduce costly errors by maintaining proper records of operation.

Use the company's policies for making decisions on hiring, promoting or dismissing employees.

Solve the problem: how do we judge in advance if a prospective customer will pay, on time, for his/her credit purchases?

Maintain credit records.

Know that employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.

Know how to handle employee complaints and grievances maintaining an objective point of view.

Answer telephone inquiries relating to opening of new accounts.

Compose what common sense and tact items are necessary to achieve collection and retain the customer's goodwill.

Control operating expenses.

Plan and develop a work force budget and schedule employee working hours, lunch hours and reliefs.

Contact banks, trade and credit associations, salesmen and others to obtain credit information.

Knowledge of how to put price tickets in various types of merchandise.

Knowledge of how to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.

Knowledge that proper care of store equipment and proper stock arrangements can help prevent accidents.

Attitude that complete records should be kept of all incoming merchandise for store protection.

Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.

Ability to determine when newly received produce is of unsatisfactory quality and should be returned to the supplier or warehouse.

Knowledge of when responsibilities cannot be delegated.

Understanding of the terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.

Skill in determining shipping and receiving discrepancies and taking proper action.

Skill in reducing costly errors by maintaining proper records of store operations.

Know the procedures for handling incorrect amounts or types of merchandise received.

Know the amount on hand of various items which is considered an adequate supply.

Skill in following through on non-delivered or lost merchandise.

Requisition and obtain supplies needed by the department such as sales checkbooks, wrapping supplies and report forms.

Accurately handle and record customer payment of bills.

Keep current files of invoices and purchase orders.

Know the procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.

Record invoice information on proper record forms.

Prepare sales register stock control tapes for transmittal to computer center.

Be familiar with electronic data processing systems utilized in retail operations.

Understand the importance of electronics data processing and its influence on business systems.

Knowledge of how to interpret credit policies to customers when opening accounts.

Understanding of how to properly handle records for the effective control of the store's operation.

Skill in reducing costly errors by maintaining proper records of store operations.

Ability to determine when additional employees are needed in order to accomplish desired business objectives.

Attitude that proper records of collections must be maintained.

Attitude that salespeople must be supplied with credit information, especially changes in credit policies.

Occupational category: General merchandise
Instructional area: Store operations
Level: Owner - Manager

Knowledge of how to authorize customer checks according to the store's policy.

Knowledge that, although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.

Knowledge of the amount on-hand of various items, which is considered an adequate supply.

Understanding that careful use of supplies will help control expenses.

Follow instructions from superiors.

Plan and organize work.

Review credit applications and make loan recommendations to credit committee.

Know the company's procedures for evaluating employees.

Knowledge of when responsibilities cannot be delegated.

Prepare sales register stock control tapes for transmittal to computer center.

Understand the importance of electronics data processing and its influence on business systems.

Occupational category: Apparel and accessories
Instructional area: Store operations
Level: Master - Employee

Knowledge of how to authorize customer checks according to the store's policy.

Knowledge that, although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.

Understanding the procedures for reporting and handling damaged merchandise.

Understanding that careful use of supplies will help control expenses.

Attitude that a well-kept store is a primary means of attracting and holding business.

Attitude that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.

Understanding the procedures involved in checking merchandise in against an invoice.

Attitude that salespeople must be supplied with credit information, especially changes in credit policies.

An awareness of the advantages of credit to the store; produces sales that might never have been made, increases the number of sales per customer and attracts a better type of customer to the store.

Attitude that employees must be alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.

Develop working rapport with client.

Know that since cashing checks is risky business, every precaution should be taken when cashing them.

Establish and maintain relationships with customers.

Assist customers in preparing application forms.

Identify that prompt and continuous collection contact reduces bad debts.

Define credits.

Reduce costly errors by maintaining proper records of operations.

Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.

Ability to determine when newly received produce is of unsatisfactory quality and should be returned to the supplier or warehouse.

Know the procedures for handling incorrect amounts or types of merchandise received.

Skill in following through on non-delivered or lost merchandise.

Accurately handle and record customer payment of bills.

Know the procedures for filing claims for merchandise damages, shortages and over charges on carriers or manufacturers.

Record invoice information on proper record forms.

Properly pack or wrap merchandise being returned to a vendor.

Knowledge of how to interpret credit policies to customers when opening accounts.

Skill in reducing costly errors by maintaining proper records of store operations.

Attitude that proper records of collections must be maintained.

Attitude that salespeople must be supplied with credit information, especially changes in credit policies.

Occupational category: Finance and credit
Instructional area: Store operations
Level: Master - Employee

Determine priorities.

Know that, since cashing checks is risky business, every precaution should be taken when cashing them.

Define credit.

Reduce costly errors by maintaining proper records of operation.

Match with definitions that the methods of collection are statements of account, collection letters, telephone calls, and collection agencies, and determine when to use each method.

Maintain credit records.

Know how to handle employee complaints and grievances, maintaining an objective point of view.

Review credit applications and make loan recommendations to credit committee.

Control operating expenses.

Know the company's procedures for evaluating employees.

Gather credit information.

Process payments.

Contact banks, trade and credit associations, salesmen, and others to obtain credit information.

Compute payroll.

Understand the importance of electronics data processing and its influence on business systems.

Attitude that salespeople must be supplied with credit information, especially changes in credit policies.

Occupational category: Advertising services
Instructional area: Operations
Level: Master - Employee

Determine priorities.

Occupational category: Food marketing
Instructional area: Store operations
Level: Master - Employee

Knowledge of the amount on=hand of various items which is considered an adequate supply.

Knowledge of how to put price tickets in various types of merchandise.

Knowledge of how to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.

Attitude that complete records should be kept of all incoming merchandise for store protection.

Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.

Skill in determining shipping and receiving discrepancies and taking proper action.

Know the procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.

Occupational category: General merchandise
Instructional area: Store operations
Level: Master - Employee

Attitude that empty cases and cartos should be quickly cleared from aisles to prevent customer and employee accidents.

Occupational category: Petroleum
Instructional area: Store operations
Level: Master - Employee

Understanding the procedures involved in checking merchandise in against an invoice.

Properly pack or wrap merchandise being returned to a vendor.

Knowledge of how to interpret credit policies to customers when opening accounts.

Understanding of how to properly handle records for the effective control of the store's operation.

UNIT IV-A,B: STORE OPERATIONS
Lesson 1: Introduction and type of service operations (packing and wrapping)

I. Behavioral objective

To provide an introduction that will enable the student to realize the purposes of store operations.

II. Apperceptive base

Why are store operations important?

III. Motivational approach

Would you, as an employee, be able to function without store operations systems?

IV. Aim

To introduce store operations

V. Presentation

Introduction

Types of service operations
1. Packing and wrapping
   (a) define
   (b) purpose
   (c) cost
   (d) prepacking
   (e) methods of packing and wrapping
      (1) clerk
      (2) department
      (3) control
      (4) checkout
      (5) combination
   (f) types of packing and wrapping
      (1) kind of merchandise sold
         a- breakable
         b- perishable
         c- large quantity
      (2) gift wrap

VI. Medial summary

Why is wrapping and packing know-how important?

VII. Application

Give out empty boxes (different sizes and shapes) and wrapping paper and have students wrap packages.

Select a few students to package wrapped boxes in a large bag.

VIII. Final summary

List the importance of wrapping and packing different types of merchandise properly. (Example: eggs, produce, etc.)

UNIT IV-B: ADVERTISING
Lesson 2: Types of service operations (adjustments and credits)

I. Behavioral objectives

To give an overview of types of adjustment, credits and returns so that students will be able to apply them to a given situation.

II. Apperceptive base

What are some of the positive results of proper packing and wrapping procedures?

III. Motivational approach

How would you handle a customer complaint concerning returned merchandise?

IV. Aim

To learn how to handle adjustments and credit returns.

V. Presentation

2. Adjustments and credit returns
   (a) adjustments
      (1) define
      (2) purpose
      (3) types
      (4) major causes
      (5) methods of handling
   (b) credit
      (1) define
      (2) purpose
      (3) types
      (4) terms
      (5) collection
   (c) returned merchandise
      (1) purpose
      (2) policy
      (3) methods of handling

VI. Medial summary

How do adjustments affect the sale?
How would we handle credit based on returned merchandise?
What are some methods of handling a customer with returned merchandise?

VII. Application

What are the principal causes of customer complaints? List.

Have you ever noticed salespeople "shying away" from a customer with returned merchandise? Comment on why you think salespeople do this and tell whether you think this is a good attitude.

VIII. Final summary

Why is it important to set policies regarding adjustments, credit and returned merchandise?

UNIT III-B: STORE OPERATIONS
Lesson 3: Types of store operation - retail package delivery

I. Behavioral objective

To understand the various types of delivery so that the student will be able to identify the most appropriate delivery in a given situation.

II. Apperceptive base

Differentiate between adjustments, credits and returns.

III. Motivational approach

What effect would a late delivery have on your store operations?

IV. Aim

To consider the advantages and disadvantages of different kinds of delivery systems in use.

V. Presentation

3. Retail package delivery
   (a) delivery methods and equipment
      (1) types
      (2) comparison
      (3) factors to be considered

VI. Medial summary

What factors should be considered in selecting a delivery system?

VII. Application

If you are a salesperson, describe:
Your responsibilities for delivery service
Ways you can use delivery service as a selling aid.

VIII. Final summary

What are the advantages and disadvantages of a delivery system?

UNIT IV-B: STORE OPERATION
Lesson 4: Types of store operation - mail and telephone orders

I. Behavioral objective

To give a discussion period which will enable the student to handle mail and telephone orders.

II. Apperceptive base

How can greater profits be realized by an effective delivery system?

III. Motivational approach

Courtesy and consideration of customer needs are realized in customer services. What customer services do you offer on your job?

IV. Aim

To introduce mail and telephone order customer services, as distinct from sales supporting activities.

V. Presentation

4. Mail and telephone orders
   (a) handling transactions
   (b) problems involved
   (c) cost

VI. Medial summary

What is the proper way of handling a telephone order?

VII. Application

Utilize the teletrainer (Telephone company) and have students role-play customer-salesperson product sales transaction. Have rest of class discuss and evaluate customer service technique.

VIII. Final summary

List services that customers want based on your employment or purchase experiences.

UNIT IV-C: STORE OPERATIONS
Lesson 5: Retail store protection

I. Behavioral objective

Given the techniques, the student will be able to identify security breaches.

II. Apperceptive base

What does store protection mean in regard to the selling price?

III. Motivational approach

What would you do if you noticed a security violation on the job?

IV. Aim

To identify security procedures.

V. Presentation

Retail store protection
1. The security department
   (a) detective work
   (b) police protection
   (c) dressing-room policies

VI. Medial summary

What are some effective security policies?

VII. Application

Have students list security precautions on their job that would improve store protection.

VIII. Final summary

Review security policies.

UNIT IV-C: STORE OPERATIONS
Lesson 6: Retail store protection - shoplifting and devices

I. Behavioral objectives

To study further the techniques so that the student will be able to identify security breaches.

II. Apperceptive base

What are some measures of security on the job?

III. Motivational approach

How does shrinkage affect all of us?

IV. Aim

To acquaint employees with shrinkage practices.

V. Presentation

2. Shoplifters, refund artists, and price-switchers
   Handling offenders
3. Security devices
   (a) cameras
   (b) alarms
   (c) other: mirrors

VI. Medial summary

What precautions does your store take to prevent theft?

VII. Application

List five methods to prevent employee theft.

VIII. Final summary

What would be some security guidelines for a sales staff?

UNIT IV-D: STORE OPERATIONS
Lesson 7: Store maintenance - importance

I. Behavioral objective

To give an informative review of store maintenance practice so that the student will be able to realize its importance.

II. Apperceptive base

What types of security are found in most stores?

III. Motivational approach

What is the relationship of maintenance to safety any supplies?

IV. Aim

To learn the importance of a well-kept store as a means of attracting business.

V. Presentation

Store maintenance
1. Importance of maintenance, safety and supplies
   (a) define
   (b) function
      (1) housekeeping and janitorial work
      (2) construction and repair
      (3) heating, ventilation and air-conditioning
      (4) lighting
      (5) safety precautions
         a- accident and fire
         b- employee drills in emergency procedures

VI. Medial summary

What is the importance of maintenance and safety on the job?

VII. Application

How could you improve maintenance and safety on the job?

VIII. Final summary

Develop a list of safety precautions that every worker should know.

UNIT IV-D: STORE OPERATIONS
Lesson 8: Store maintenance - store supplies

I. Behavioral objective

To learn about types of supplies so that students will be able to develop methods of requisition.

II. Apperceptive base

To review the importance of maintenance as it relates to safety and supplies.

III. Motivational approach

Have you ever been asked to do a task for which you didn't have the proper supplies?

IV. Aim

To learn the behind-the-scenes picture of the job of buying supplies for a store.

V. Presentation

2. Store supplies
   (a) types of supplies
   (b) methods of ordering
      (1) large store
      (2) small store
   (c) methods of requisitioning supplies
      (1) large store
      (2) small store

VI. Medial summary

What are some methods of requisitioning supplies?

VII. Application

Have students requisition supplies that are necessary to carry out their job.

VIII. Final summary

Review the methods of requisitioning supplies.

UNIT IV-E: STORE OPERATIONS
Lesson 9: Stockkeeping - purpose

I. Behavioral objective

To give the student an understanding of the importance of stockkeeping, so that he/she will be able to develop an orderly stock plan.

II. Apperceptive base

How is stockkeeping related to profit and customer satisfaction?

III. Motivational approach

How would you like to take inventory in an area which does not have a stockkeeping system?

IV. Aim

To develop an appreciation of the importance and dignity of stock work.

V. Presentation

Stockkeeping
1. Definition
2. Purpose of stock work
   (a) money value
   (b) wholesale and service organization
   (c) changes in trade

VI. Medial summary

Why study stockkeeping?

VII. Application

What happens to stock on the job, both in terms of sales and conditional merchandise, when customers have easy access to it?

VIII. Final summary

Why is stockkeeping important?

UNIT IV-E: STORE OPERATIONS
Lesson 10: Stockkeeping - advantages of proper stockkeeping

I. Behavioral objective

To analyze the functions of proper stockkeeping so that the student will be able to realize its advantages.

II. Apperceptive base

Why is proper stockkeeping of importance to you as a salesperson?

III. Motivational approach

Has the stockkeeping method used on the job helped you to perform your job better?

IV. Aim

To identify the advantages of proper stockkeeping.

V. Presentation

3. Advantages of proper stockkeeping
   (a) to the salesperson
   (b) to wholesale or retail customer
   (c) to the organization

VI. Medial summary

What are the advantages of proper stockkeeping?

VII. Application

List the benefits to your store when your stock is well kept.

VIII. Final summary

Have students cite examples of markdowns and shortages due to poor stockkeeping.

UNIT IV-E: STORE OPERATIONS
Lesson 11: Stockkeeping - facts to know

I. Behavioral objective

Given facts on stockkeeping, the student will be able to establish a time and a place for stockkeeping.

II. Apperceptive base

Who benefits from proper stockkeeping practices?

III. Motivational approach

How do you feel when you are working with a number of people, but you alone perform stock tasks?

IV. Aim

To stress sharing the responsibility of stockkeeping work.

V. Presentation

4. Facts to know about stockkeeping
   (a) where is stock kept
   (b) who is responsible for stock work
   (c) when stockkeeping is done
   (d) what stock work includes
5. Stockkeeping as a facilitating activity

VI. Medial summary

Why is stockkeeping a facilitating activity?

VII. Application

Show how stockkeeping on your job is closely related to and increases the effectiveness of other store functions.

VIII. Final summary

List the importance of stockkeeping to store operations.

UNIT IV-F: STORE OPERATIONS
Lesson 12: How stock gets into the store

I. Behavioral objective

To give a presentation that will enable the students to realize the progression of steps which bring merchandise into the store.

II. Apperceptive base

Why is it important to have proper stockkeeping techniques?

III. Motivational approach

Are you asked to help determine the type and quantity of merchandise needed? If so, how? If not, why?

IV. Aim

To discuss how stock reaches the selling floor.

V. Presentation

How stock gets into the store
1. Steps in getting merchandise into the department
   (a) buying
   (b) receiving, checking and marking
   (c) storing merchandise in stockrbom or selling floor
   (d) transferring merchandise from one branch to another

VI. Medial summary

What is involved in getting stock onto the selling floor.

VII. Application

Select an item of merchandise. Describe the merchandise and determine how it was bought, received, checked, marked and brought to the department.

VIII. Final summary

Review the steps of getting merchandise into the department.

UNIT IV-F: STORE OPERATIONS
Lesson 13: How stock gets into the store - steps a buyer takes

I. Behavioral objective

To learn the steps that bring merchandise into a store so that students will realize the functions of a buyer.

II. Apperceptive base

Review the steps merchandise takes in reaching the department.

III. Motivational approach

How does a buyer in your store decide what to buy?

IV. Aim

To learn the steps a buyer takes in buying merchandise.

V. Presentation

2. Steps a buyer takes in buying merchandise
   (a) contacts salesmen or vendors
   (b) selects merchandise
   (c) determines financial arrangement for paying for merchandise
3. Procedures in storing merchandise

VI. Medial summary

What is involved in receiving, checking and marking merchandise?

VII. Application

Describe the relationship of the person who does the buying in your store to the one who does the advertising, display, and sales.

VIII. Final summary

What procedures may be utilized in storing merchandise?

UNIT IV-E: STORE OPERATIONS
Lesson 14: Stockkeeping - definition and purpose

I. Behavioral objective

To present a basic knowledge of stockkeeping so that the student will be able to define stockkeeping and identify its purpose.

II. Apperceptive base

Why should we develop the importance of stock care?

III. Motivational approach

If a customer wanted to purchase merchandise that wasn't on the selling floor, how would you know where to find that item of merchandise?

IV. Aim

To develop the importance of stock care.

V. Presentation

Stockkeeping
1. Define stockkeeping
2. Purpose of stock work
   (a) money value
   (b) wholesale and service organizations
   (c) changes in trade
3. Advantages of proper stockkeeping
   (a) to the salesperson
   (b) to the wholesaler or retail customer
   (c) to the organization

VI. Medial summary

1. What is stockkeeping?
2. Why is stockkeeping important?
3. What are some advantages of proper stockkeeping?

VII. Application

How good is the stockkeeping system where you work?
Would you make any changes?

VIII. Final summary

Why is stockkeeping important?
What would happen without it?

UNIT IV-E: STORE OPERATIONS
Lesson 15: Stockkeeping - facts to know

I. Behavioral objective

To review, in depth, facts to know about stockkeeping so that the student will be able to apply them to his/her training station.

II. Apperceptive base

What is the purpose of stockkeeping?
What factors should we consider to insure proper stockkeeping?

III. Motivational approach

Why are guidelines important in setting up a stockkeeping system?

IV. Aim

To establish definite guidelines for stockkeeping responsibilities.

V. Presentation

4. Facts to know about stockkeeping
   (a) where is stock kept
   (b) who is responsible for stock work
   (c) when is stockkeeping done
   (d) what stock work includes
5. Stockkeeping as a facilitating activity

VI. Medial summary

Why is it important to outline the stockkeeping responsibilities?

VII. Application

Have students relate the four facts to know about stockkeeping to their job. (Example: where stock is kept - no stock room, all merchandise on the selling floor.)

VIII. Final summary

Review the stockkeeping functions and student responses to the application.

UNIT IV-F: STORE OPERATIONS
Lesson 16: How stock gets into the store
Steps in getting merchandise in the department

I. Behavioral objective

To give a presentation on bringing merchandise into the store so that the student will be able to develop steps in receiving merchandise.

II. Apperceptive base

Why are stockkeeping factors important?

III. Motivational approach

What steps would your buyer take in getting merchandise to your department?

IV. Aim

To learn the progressive steps taken in order to get merchandise into the department.

V. Presentation

How stock gets into the store
1. Steps in getting merchandise into the department
   (a) buying
   (b) receiving, checking and marking
   (c) storing merchandise in stockrooms or selling floors
   (d) transferring merchandise

VI. Medial summary

What are the steps taken to get merchandise into the department?

VII. Application

Select an item of merchandise and trace the steps which brought that item into your department.

VIII. Final summary

List the varied steps of action necessary to move merchandise in order to get it into the department.

UNIT IV-F: STORE OPERATIONS
Lesson 17: How stock gets into the store - buying merchandise

I. Behavioral objective

To give a presentation on how merchandise is bought so that the student will be able to realize the steps in a purchasing plan.

II. Apperceptive base

How does merchandise get on the selling floor?

III. Motivational approach

How would you go about ordering an item of merchandise?

IV. Aim

To trace the steps a buyer takes in purchasing merchandise.

V. Presentation

2. Steps a buyer takes in buying merchandise
   (a) contacts vendor or salesman
   (b) selects merchandise
   (c) determines financial arrangement for paying for merchandise
1. Procedure in storing merchandise

VI. Medial summary

What are the various steps a buyer takes in purchasing merchandise?

VII. Application

Select an item of merchandise. What steps did you take in purchasing this item?

VIII. Final summary

What are the procedures in storing merchandise?

UNIT IV-G: STORE OPERATIONS
Lesson 18: Straightening and control of stock

I. Behavioral objective

To acquaint the student with specific ways of carrying out stockkeeping duties so that he/she will be able to relate these tasks to the straightening and control of stock.

II. Apperceptive base

What are the steps a buyer takes in the selection and purchase of merchandise?

III. Motivational approach

If stock is put away improperly, what effect might this have on a firm's inventory control?

IV. Aim

To lead up to the importance and purpose of taking inventory.

V. Presentation

Straightening and control of stock
1. Importance and meaning of terms
2. Duties in straightening stock
   (a) arrangement
   (b) folding and hanging
   (c) replacement
3. Filling-in stock
   (a) counter stock
   (b) understock
   (c) reserve stock
4. Follow stock control system

VI. Medial summary

What are the duties in straightening stock?
How do we fill in stock?

VII. Application

Have a display of merchandise in the front of the room. Have students demonstrate arrangement of stock, replacement of stock, folding, and placement of stock on a hanger.

VIII. Final summary

What are the advantages of storing and arranging stock properly?

UNIT IV-H: STORE OPERATIONS
Lesson 19: Inventory

I. Behavioral objective

To discuss types of inventory so that the student will be able to appreciate the close relationship between taking an inventory and daily stockkeeping duties.

II. Apperceptive base

How do proper stockkeeping duties follow through to a good stock control system?

III. Motivational approach

Would a good stockkeeping plan help to make your job easier?

IV. Aim

To develop the appreciation of the importance of taking an inventory.

V. Presentation

Inventory
1. Types of inventory
   (a) physical
   (b) book
2. Reasons for inventory
3. Steps in taking an inventory
   (a) plan
   (b) follow through
   (c) calculate
4. Practice demonstrations
5. New developments in stockkeeping

VI. Medial summary

What are the steps in taking an inventory?
Why do we take inventory?

VII. Application

Describe the type of inventory that is taken in your firm, and include forms and types of inventory.

VIII. Final summary

What steps do you follow on-the-job when taking an inventory?

UNIT IV-I: STORE OPERATIONS
Lesson 20: Stock information

I. Behavioral objectives

To progress in the knowledge of stockkeeping so that the student will be able to relate it to his/her responsibility to learn stock information.

II. Apperceptive base

What condition were the signs, fixtures and displays kept in, in the stores you observed?

III. Motivational approach

How can stock knowledge help you while waiting on a customer?

IV. Aim

To stress the importance of knowing what is carried, amounts available, classifications and location of individual items.

V. Presentation

Stock information
1. What is carried
2. Amounts available
3. Classification used
4. Location of individual items
5. When to re-order

VI. Medial summary

Why is it important to have stock information?

VII. Application

Take an item of merchandise and list all the information that you feel would be required to know in waiting on a customer.

VIII. Final summary

What basic stock information is required to sell effectively?

UNIT IV-J: STORE OPERATIONS
Lesson 21: Stockkeeper qualifications

I. Behavioral objective

To give an overview of the requirements of a good stockkeeper so that the student will be able to analyze his/her own performance.

II. Apperceptive base

How can knowledge of one's stock be helpful on the selling floor?

III. Motivational approach

If you were to hire a stockkeeper, what characteristics would you consider important?

IV. Aim

To identify the qualities of a good stockkeeper.

V. Presentation

Stockkeeper qualifications
1. Physical requirements
2. Mental abilities
3. Personal traits
4. Special abilities

VI. Medial summary

Why are these traits considered important?

VII. Application

Consider all the qualifications and list, in one column, those you feel you possess and in the second column, those you feel you need to work on.

VIII. Final summary

What qualifications are necessary for a good stockkeeper?
How can you improve on those qualifications you need to work on?

UNIT IV-K: STORE OPERATIONS
Lesson 22: Developing proper procedures in stockkeeping

I. Behavioral objective

Given the opportunity of doing a professional job of stockkeeping, the student whould consider ways of developing a proper attitude.

II. Apperceptive base

Do you feel you qualify for stockkeeping duties? Why or why not?

III. Motivational approach

How important is stockkeeping from a personal as well as a monetary sense?

IV. Aim

To consider ways of doing a professional job of stockkeeping.

V. Presentation

Developing proper procedures in stockkeeping
1. Importance
2. Ways of saving time and effort
3. Ways of saving expense
4. Precautions to observe

VI. Medial summary

What precautions should we take in stockkeeping?

VII. Application

Doctors and lawyers have a code of ethics. What should the code of ethics for stockkeepers be?

VIII. Final summary

List the proper procedures required of you in your stockkeeping tasks.

UNIT IV-L: STORE OPERATIONS
Lesson 23: Care of fixtures, signs and display

I. Behavioral objective

Given a sample fixture the student will be able to develop proper techniques in the care of "silent salesmen."

II. Apperceptive base

What new developments are being utilized in stockkeeping and inventory control today?

III. Motivational approach

How would you feel about buying baked goods from a bakery whose displays have broken fixtures and dirty signs?

IV. Aim

To stress the importance of fixtures, signs, and displays being kept in good condition to be effective.

V. Presentation

Care of fixtures, signs and displays
1. Storage and display fixtures
2. Point-of-sale signs and displays
3. Direction and making of signs

VI. Medial summary

What steps should be taken in the care of fixtures, signs and displays?

VII. Application

Using either art type or stencil sheet, have students make a sign for an item of merchandise. Stress spacing and have students select type and size of material to be used.

VIII. Final summary

What are the characteristics of a good sign?

Homework: Take note of fixtures, signs and displays in stores. How are they kept?

V. MANAGEMENT UNIT OUTLINE

A. The retail store pattern today

1. Importance

(a) definition of store
(b) economic importance in U.S.
(c) predominance of small stores

2. Patterns

(a) individual stores

(1) small single line

a- major lines
b- supplementary lines

(2) multiple line stores

a- general merchandise stores
b- variety stores
c- department stores
d- specialty stores
e- convenience stores

(b) markets or marts

(1) supermarkets
(2) farmers' markets
(3) warehouse
(4) flea markets

(c) limited service establishments

(1) mail order houses
(2) discount houses
(3) factory outlets
(4) catalog showrooms

(d) shopping centers

(1) definition
(2) types

a- neighborhood
b- community or district
c- regional

3. Types of store ownership

(a) independent stores

(1) types

a- individual
b- partnership
c- corporation

(2) advantages and disadvantages

(b) chain stores

(1) types

a- centrally controlled
b- voluntary chain
c- cooperative chain

(2) advantages and disadvantages

(c) special ownership stores

(1) types

a- consumer cooperative
b- leased department
c- company and government owned
d- manufacturer's outlet

(2) advantages and disadvantages

(d) branch stores

(1) definition
(2) growth
(3) advantages and disadvantages

B. Store location

1. Importance

(a) types

(1) urban
(2) suburban

(b) advantages and disadvantages

2. Factors in choosing location

(a) financial advantages
(b) population concentration
(c) traffic

3. Arrangement of shopping district

   (a) urban or central
   (b) suburban

4. Site
5. Building suitability

   (a) structure
   (b) utilities
   (c) space
   (d) leasing
   (e) building codes
   (f) legal - tenant, landlord

C. Store arrangement

1. General factors to consider
2. Classification and arrangement of merchandise according to type

   (a) impulse goods
   (b) convenience goods
   (c) staple goods
   (d) utility goods
   (e) luxury goods

3. General principles of arrangement
4. Arrangement according to expense

D. Department layout

1. Departmentizing

   (a) definition
   (b) purpose

2. Layout

   (a) personalized service department
   (b) simplified service department
   (c) bargain service department

3. Displays related to department layout
4. Arrangement of reserve stock

   (a) stock on hand
   (b) off-the-floor reserve
   (c) warehouse stock

E. Financial requirements of a business

1. Needs and uses of capital
2. Effects of merchandise turnover on capital

3. Capital flow
4. Building a surplus
5. Budgeting

F. Financing a business

1. Establishing a banking connection
2. Acquiring proprietory and borrowed capital
3. Determining which source of capital to use

G. Financial records needed in business

1. Types of record systems
2. Accounting for cash
3. Record of accounts owed
4. Suggestions for safe handling of cash
5. Keeping records safe
6. Income tax records
7. Keeping payroll records
8. Careers in bookkeeping and accounting

H. Store policies

1. Importance

(a) define
(b) reasons for importance
(c) value of written policy
(d) types of policies

(1) general
(2) operational

a- customer service
b- price
c- merchandise
d- promotion

(3) personnel

(e) characteristics of sound policy

2. Service policies

(a) types of service

(1) full service
(2) additional service

(b) types of customer service

(1) selling service
(2) additional service

(c) types of selling service

(1) personalized service
(2) simplified service

a- define

1- pre-selection
2- self-selection
3- self-service

b- reasons for development
c- limitations

(3) restricted service

a- typical kinds
b- price advantage
c- lack of display
d- poor availability

(d) other service policies

(1) wrapping and packing
(2) delivery
(3) miscelaneous

3. Price policies

(a) general price level
(b) discount policy
(c) number in a given line

4. Credit policies

(a) types of retail credit
(b) sources of retail credit information
(c) credit agencies
(d) cost of credit to the seller
(e) types of installment contracts
(f) wholesale credit
(g) cash discounts

5. Collection policies and procedures

(a) losses on bad debts
(b) collection procedures
(c) examples of collection sequence
(d) statute of limitations
(e) guarantee accounts
(f) careers in collecting

6. Merchandise policies

(a) variety of merchandise
(b) quality and fashion
(c) brands

7. Promotion policies

(a) advertising
(b) appeals

I. Personnel policies

1. Importance

(a) define
(b) area covered

2. Employment policies

(a) responsibility for employment

(1) centralized
(2) decentralized

(b) securing applicants

(1) source
(2) methods
(3) selection

a- standards
b- interviewing procedure

(4) placement and follow-up

3. Training policies

(a) responsibility for training

(1) group training
(2) individual training

(b) persons receiving training

(1) new employees
(2) experienced employees
(3) transfers

(c) frequency and content of training

(1) initial training
(2) continuous training

(d) evaluation of employees

(1) frequency
(2) methods used

4. Policies governing employee services

(a) importance

(1) define
(2) changes in attitude

(b) advantages
(c) types of services

(1) physical health and comfort
(2) monetary and fringe benefits
(3) educational and social

5. Policies on wage payment

(a) methods

(1) straight salary
(2) quota bonus
(3) salary and commission
(4) straight commission

(b) Salary amount

(1) beginning salary
(2) salary increases
(3) salary maximum

MANAGEMENT

General competencies

Owner - Manager

Knowledge of how to use the store's policies for making decisions on hiring, promoting and dismissing employees.

Understanding in planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.

Make a job orientation for new employees friendly, skillfull and adequate.

Tactfully identify mistakes employees have made and help them constructively correct them.

Determine responsibilities of employees.

Evaluate proposals and suggestions.

Delegate responsibilities to others.

Believe that employees should have a part in planning those things which affect their working conditions.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

Attitude that a good supervisor must also be an effective teacher or trainer.

Master - Employee

An awareness that special customer services and accomodations build customer goodwill and help increase sales.

Believe that each employee should be made to feel his efforts are really appreciated.

Know that carefull scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.

Know that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities.

Follow instructions from superiors.

Insure accuracy in paperwork.

Occupational category: Apparel and accessories
Instructional area: Management
Level: Owner - Manager

Ability to determine in various situations the most efficient way to get the job accomplished.

An awareness that special customer services and accomodations build customer goodwill and help increase sales.

An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.

Knowledge of how to help each employee have a feeling of pride in his/her company and the worthwhileness of his/her work.

Knowledge of the store's procedures for evaluating employees.

Knowledge of the methods of training which can be used such as telling, showing, demonstration and dramatization.

Knowledge of how to use the store's policies for making decisions on hiring, promoting or dismissing employees.

Understanding in planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.

Knowledge in ability to anticipate changes in customer shopping habits, changes in local market conditions, etc., that will demand changes in buying operations, personnel scheduling, etc.

Skill in planning and organizing work.

Skill in ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employees and customer hazards and permite ease of restocking.

Skill in developing and maintaining department or store merchandise arrangemenis in relation to floor space, expenses, potential sales and profits.

Make proper, timely decisions.

Believe that each employee should be made to feel his efforts are really appreciated.

Establish procedures to accomplish goals.

Determine the goals of a department and/or area.

Clarify relationship between marketing objectives and client profit.

Know that since the future of the business is dependent upon the quality of the future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business.

Make a job orientation for new employees friendly, skillful and adequate.

Select and use the methods of training best suited to individual situations.

Establish standards for the department or area.

Be aware that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

Tactfully identify mistakes employees have made and help them to constructively correct them.

Know that carefully scheduling and organization of workloads helps maintain high employee morale and work performed according to schedule.

Determine responsibilities of employees.

Evaluate proposals and suggestions.

Delegate responsibilities to others.

Follow up on work progress.

Believe that employees should have a part in planning those things which affect their working conditions.

Know that, in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities.

Know that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all employees.

Realize that expenses are influential factor in merchandising profitable.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customers.

Know that conditions should be such that working proves to be a satisfying social experience as well as a mean of making a livelihood.

Skill in ability to determine when additional employees are needed in order to accomplish desired business objectives.

Attitude to apply ethical behavior in business relations.

A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

Attitude that a good supervisor must also be an effective teacher or trainer.

Attitude that it is management's responsibility for providing job knowledge and incentive through training.

A belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Attitude that salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.

An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.

Attitude that salaries, commissions, bonuses and quotas have a direct influence on customer treatment and interpersonal relations of department personnel.

Attitude that in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.

Judge that a credit policy and controls are necessary to make the promotion of credit worthwhile.

Know that management must be continuously aware of promotional and transfer possibilities among store personnel in successfuly filling job vacancies.

Keep informed of developments and trends which will affect present and future operations.

Knowledge of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.

Attitude that although price heads the list of reasons housewives give for starting to trade at a store, quality, variety and human relations encourage them to continue to trade there.

Attitude that management must be constantly aware of and willing to take remedial action in such problem areas as inventory shrinkage, high personnel turnover, high variable expenses and low margin.

Attitude that attention must be paid to state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours and health examinations.

Attitude that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within store operations.

Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.

Knowledge of the availability and location of customer facilities.

Attitude that lines of authority should be followed so that a department head or supervisor's position may not be weakened by managements dealing directly with employees on matters that are logically in the supervisor's domain.

Knowledge of how to handle customer traffic efficiently at the check-out point.

Skill to select those persons most nearly qualified for employment when recruiting potential employees.

Skill to think ahead and plan for any emergencies that might arise.

Follow instructions from superiors.

Insure accuracy in paperwork.

Determine priorities.

Believe that a well-kept business is a primary means of attracting and holding business.

Handle responsibilities that cannot be delegated.

Use "on-the-job" training methods.

Believe that employees must be trained with regard to safety measures and accident prevention.

Know that wage schedules and job classifications should be followed closely for best personnel management and for adherence to union contracts.

Know that when adding customer services, each must be analyzed in terms of profit.

Read company memorandums and reports.

Compare operations with past performance or expectations.

Seek ways to eliminate paperwork.

Interview potential employees, obtaining all necessary data and offering them information concerning the business, its operation and policies.

Know the intangibles of business such as human relations factors, long-run economic factors and innovations which may influence business.

Customer relations can be maintained at a high level by scheduling personnel for adequate table and/or counter coverage.

Conduct periodic store employee meetings to promote the highest possible group effort and spirit.

Know that an understanding of the products' profit and contributions helps in determining which items to feature and in allocating prime space and locations.

Plan for the future from current operations data.

Understand the organization of a business enterprise and the functions of management.

Apply ethical behavior in business relations.

Know the factors which influence store arrangement layout.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

Know that it is necessary to take certain business risks in order to incorporate improved operations and increase business.

Keep informed of new developments and improvements in equipment and supplies and adapt those to the business that will prove most profitable.

Develop a store-wide budget within which operations can be realistically controlled.

Evaluate proposals and suggestions.

Discipline employees.

Understanding of how to interview employees, obtaining all necessary data and offering them information concerning the business, its operation and policies.

A belief that carefull and thoughtful considerations should be given to the probable effect each rule notice and practice will have on the feelings of all concerned.

Occupational category: Food marketing
Instructional area: Management
Level: Owner - Manager

Knowledge of how to help each employee have a feeling of pride in his/her company and the worthwhileness of his/her work.

Knowledge of the store's procedures for evaluating employees.

Knowledge of the methods of training which can be used such as telling, showing, demonstrating and dramatizing.

Knowledge of how to use the store's policies for making decisions on hiring, promoting or dismissing employees.

Knowledge in carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.

Understanding in planning and developinp a work force budget and scheduling employee working hours, lunch hours, and reliefs.

Delegate responsibilities to others.

Believe that employees should have a part in planning those things which affect thyir working conditions.

Realize that expenses are influential factor in merchandising profitable.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

Attitude that a good supervisor must also be an effective teacher or trainer.

Attitude that it is the management's responsibility for providing job knowledge and incentive through training.

A belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Attitude that salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.

Attitude that in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.

Keep informed of developments and trends which will affect present and future operations.

Attitude that employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.

Knowledge of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.

Attitude that although price heads the list of reasons housewives give for starting to trade at a store, quality, variety and human relations encourage them to continue to trade there.

Attitude that management must be constantly aware of and willing to take remedial action in such problem areas as inventory shrinkage, high personnel turnover, high variable expenses and low margin.

Attitude that attention must be paid to state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours and health examinations.

Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.

Attitude that lines of authority should be followed so that a department head or supervisor's position may not be weakened by managements dealing with employees directly on matters that are logically in the supervisor's domain.

Knowledge of how to handle employee complaints and grievances, maintaining an objective point of view.

Knowledge of how to handle customer traffic efficiently at the check-out point.

Skill to select those persons most nearly qualified for employment when recruiting potential employees.

Seek ways to eliminate paperwork.

Interview potential employees obtaining all necessary data and offering them information concerning the business, its operation and policies.

Conduct periodic store employee meetings to promote the highest possible group effort and spirit.

Keep informed of new developments and improvements in equipment and supplies and adapt those to the business that will prove most profitable.

Develop a store-wide budget within which operations can be realistically controlled.

Discipline employees.

Understanding of how to interview employees, obtaining all necessary data and offering them information concerning the business, its operation and policies.

A belief that careful and thoughtful considerations should be given to the probable effect each rule notice and practice will have on the feelings of all concerned.

Occupational category: General merchandise
Instructional area: Management
Level: Owner - Manager

Ability to determine in various situations the most efficient way to get the job accomplished.

Skill to examine credit cards and checks for bad credit or stolen cards.

An awareness that special customer services and accommodations build customer goodwill and help increase sales.

Knowledge of how to use the store's policies for making decisions on hiring, promoting or dismissing employees.

Knowledge in carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.

Understanding in planning and developing a work force budget and scheduling employee working hours, lunch hours, and reliefs.

Skill in planning and organizing work.

Make proper, timely decisions.

Believe that each employee should be made to feel his efforts are really appreciated.

Make a job orientation for new employees friendly, skillfull and adequate.

Select and use the methods of training best suited to individual situations.

Establish standards for the department or area.

Be aware that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

Tactfully identify mistakes employees have made and help them constructively correct them.

Know that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.

Determine responsibilities of employees.

Evaluate proposals and suggestions.

Delegate responsibilities to others.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

Skill in ability to determine when additional employees are needed in order to accomplish desired business objectives.

Attitude that a good supervisor must also be an effective teacher or trainer.

Know that management must be continuously aware of promotional and transfer possibilities among store personnel in successfully filling job vacancies.

Occupational category: Petroleum
Instructional area: Management
Level: Owner - Manager

Make a job orientation for new employees friendly, skillful and adequate.

Select and use the methods of training best suited to individual situations.

Establish standards for the department or area.

Be aware that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

Tactfully identify mistakes employees have made and help them constructively correct them.

Know that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.

Determine responsibilities of employees.

Evaluate proposals and suggestions.

Delegate responsibilities to others.

Follow up on work progress.

Believe that employees should have a part in planning those things which affect their working conditions.

Understand fundamental, legal principles covering sales, contracts and negotiable instruments.

Know that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities.

Know that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all employees.

Realize that expenses are influential factor in merchandising profitable.

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

Occupational category: Apparel and accessories
Instructional area: Management
Level: Master - Employee

Skill to examine credit cards and checks for bad credit or stolen cards.

An awareness that special customer services and accommodations build customer goodwill and help increase sales.

An awareness that personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.

Knowledge of how to help each employee have a feeling of pride in his/her company and the worthwhileness of his/her work.

Believe that each employee should be made to feel his/her efforts are really appreciated.

Know that, since the future of the business is dependent upon the quality of the future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business.

Know that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.

Know that, in order to be best prepared for future managerial responsibilities, trainees must be willing to work and train in various capacities.

Know that, although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all employees.

Attitude to apply ethical behavior in business relations.

A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

Attitude that a good supervisor must also be an effective teacher or trainer.

Attitude that it is management's responsibility for providing job knowledge and incentive through training.

A belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Attitude that salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.

An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.

Attitude that in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.

Knowledge of the most efficient methods to wrap and/or pack a customer's purchase.

Knowledge of how to maintain a working environment where emplyees can have a sense of security and reasonable freedom from worry.

Attitude that, although price heads the list of reasons housewives give for starting to trade at a store, quality, variety and human relations encourage her to continue to trade there.

Attitude that management must be constantly aware of and willing to take remedial action in such problem areas as inventory shrinkage, high personnel turnover, high variable expenses and low margin.

Attitude that, in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within store operations.

Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.

Knowledge of the availability and location of customer facilities.

Occupational category: Finance and credit
Instructional area: Management
Level: Master - Employee

Ability to determine in various situations the most efficient way to get the job accomplished.

An awareness that special customer services and accommodations build customer goodwill and help increase sales.

Knowledge of the methods of training which can be used such as telling, showing, demonstration and dramatization.

Know that in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities.

A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

Attitude that a good supervisor must also be an effective teacher or trainer.

Maintain bank's reserves funds according to bank policy and as required by law.

Determine priorities.

Believe that a well-kept business is a primary means of attracting and holding business.

Use "on-the-job" training methods.

Read company memorandums and reports.

UNIT V-A: MANAGEMENT
Lesson 1: The retail store pattern today - importance

I. Behavioral objective

To give a presentation which will make the student realize the importance of retailing today.

II. Apperceptive base

Why should the student consider retailing as a career?

III. Motivational approach

What percentage of the work force is employed in Distribution occupations? (55%). Discuss implication on the student's job chances and livelihood.

IV. Aim

To point out the importance of retailing.

V. Presentation

The retail store pattern today
1. Importance
   (a) definition of store
   (b) economic importance in U.S.
   (c) social importance
   (d) predominance of small stores
2. Patterns
   (a) individual stores
      (1) small single line
         a- major lines
         b- supplementary lines
      (2) multiple line stores
         a- general merchandise
         b- variety stores
         c- department stores
         d- specialty stores
         e- convenience stores

VI. Medial summary

What are the classifications for single and multiple line stores?

VII. Application

Have students give examples of single and multiple line stores.

VIII. Final summary

Have everyone in the class identify and classify his/her training station.

UNIT V-A: MANAGEMENT
Lesson 2: The retail store pattern today
(patterns - markets and marts)

I. Behavioral objective

To give a presentation which will make the student realize the importance of various kinds of retailing today.

II. Apperceptive base

Differentiate between single line and multiple line stores.

III. Motivational approach

What effect have shopping centers had on retail store patterns?

IV. Aim

To point out the importance of different kinds of retailing.

V. Presentation

2. Patterns (cont.)
   (b) markets and marts
      (1) supermarkets
      (2) farmer's markets
      (3) warehouse
      (4) flea markets
   (c) limited service establishments
      (1) mail order houses
      (2) discount houses
      (3) factory outlets
      (4) catalog showrooms
   (d) shopping centers
      (1) definition
      (2) types
         a- neighborhood
         b- community or district
         c- regional

VI. Medial summary

Differentiate between markets, limited service establishments and shopping centers.

VII. Application

Have students give examples of markets, shopping centers and limited service establishments.

VIII. Final summary

List all the different types of retail establishments.

UNIT V-A: MANAGEMENT
Lesson 3: The retail store pattern today
(types of store ownership - independent stores)

I. Behavioral objective

To explore the different types of store ownership so that the student will be able to select a type suited to his goal based on its advantages and disadvantages.

II. Apperceptive base

What retail patterns are evident in our marketing area?

III. Motivational approach

If you went into business for yourself, what form of ownership would you select? Why?

IV. Aim

To consider the advantages and disadvantages of different types of store ownership.

V. Presentation

3. Types of store ownership
   (a) independent stores
      (1) types
         a- individual
         b- partnership
         c- corporation
      (2) advantages and disadvantages

VI. Medial summary

What are the advantages and disadvantages of sole proprietorship, partnership and corporation?

VII. Application

What type of ownership is your training station?
What advantages and disadvantages have you experienced?

VIII. Final summary

Compare the advantages and disadvantages of the different types of ownership.

UNIT V-A: MANAGEMENT
Lesson 4: The retail store pattern today
(types of store ownership - chain store)

I. Behavioral objective

To further explore the different types of store ownership so that the student will be able to select a type based on its advantages and disadvantages.

II. Apperceptive base

What are the three types of independent store ownership?

III. Motivational approach

What impact do chain stores have on independent stores?

IV. Aim

To consider the advantages and disadvantages of different types of store ownership.

V. Presentation

(b) chain stores
  (1) types
    a- centrally controlled
    b- voluntary
    c- cooperative
  (2) advantages and disadvantages

VI. Medial summary

What are the advantages and disadvantages of chain stores?

VII. Application

Have students explain how the advantages of mass merchandising can be applied to the chain store.

VIII. Final summary

List the advantages and disadvantages of the chain store.

UNIT V-A: MANAGEMENT
Lesson 5: The retail store pattern today
(types of store ownership - special ownership stores)

I. Behavioral objective

To continue to examine the different types of store ownership so that the student will be able to select a type based on the advantages and disadvantages.

II. Apperceptive base

To contrast the advantages and disadvantages of a chain store.

III. Motivational approach

If you were not satisfied with any of the forms of ownership discussed to date, would there be any alternatives?

IV. Aim

To consider the advantages and disadvantages of different types of store ownership.

V. Presentation

(c) special ownership stores
    (1) types
        a- consumer cooperative
        b- leased department
        c- company and government owned
        d- manufacturers' outlet
    (2) advantages and disadvantages
(d) branch stores
    (1) definition ("twig store")
    (2) growth
    (3) advantages and disadvantages

VI. Medial summary

How do special ownership stores differ from branch stores?

VII. Application

"Going into Business for Yourself Project." - Students will be given material pertinent to the establishment of their own business. They may select the business of their choice and follow the project outline completing each task as it relates to the lesson of the day. (Example: Store location, store arrangement, store layout, etc.)

VIII. Final summary

List the advantages and disadvantages of special ownerships and branch ownerships.

BUSINESS PLAN: GOING INTO BUSINESS FOR YOURSELF

WHAT BUSINESS AM I IN?

In making your business plan, the first question to consider is: What business am I really in? At the first reading, this question may seem silly. But hold on. Some owner-managers go broke and others waste their savings because they are confused about the business they are in.

Example: Mr. X maintained a dock and sold and rented boats. He thought he was in the marina business. He was actually in several businesses. He was in the reataurant business with a dockside cafe. He was in the real estate business - buying and selling lots up and down the coast. He was in the boat business - buying parts and calling in a mechanic as the demand arose. Mr. X was trying to be "all things to all people." With this approach, he was fragmenting his slim resources.

Decide what business you are in, and respond to the follwing:

A. Name you have given to your business.

B. What type of business is it?

C. What do you buy?

D. What do you sell?

E. What is it that you are trying to do better or more of or differently from your competitors?

F. Which of your lines of goods yields the greatest profit?

G. Cut pictures out of magazines and newspapers of some of the products, styles, services, etc. that your business will carry.

OWNERSHIP AND CONTROL

A characteristic of our economic system is that businesses are owned by individuals instead of the government. This does not mean that each business has only one owner. In the United States, there are three basic forms of business ownership: sole proprietorship, partnership, and corporation. Each of these forms of business ownership has its own risks and rewards.

A. Are you a sole proprietorship, partnership, corporation, or franchise?

B. Explain your choice of ownership.

C. If you are going into a partnership, write "articles of co-partnership."
Who is involved in the partnership?
List how much money each partner invests.
List duties of each partner
Discuss how profits will be split.

D. If you plan a corporation write the "certificate of incorporation" which is to be submitted to the state official so you can receive your charter.

Name of company
Purpose of formation
Length of time for which corporation is being formed
Names of incorporators
Types of stock you will issue
Capital needed
Names of directors
Compliance with State laws
Discussion of specific binding limitations or restrictions (if any) on any incorporator who might have conflicting interests detrimental to the corporation.

E. If starting a franchise business, tell major items covered in franchise agreement.

Who is parent company?
What is initial fee you must pay?
What is monthly percentage of sales that must be paid?
In what geographical area do you get exclusive rights to sell?
What training does parent company provide?

IMAGE

A store has an image whether or not the owner is aware of it. This store image should be concrete enough to promote in its advertising and other promotional activities. For example, "home-cooked" food might be the image of a small restaurant.

A. Write out the image you want shoppers and customers of your store to have.

B. Tell how you plan to establish this image with customers.

CUSTOMERS

Retailers know that any sound business plan must begin with the consumer's interests and with satisfying the customer's wants.

A. To what class or type of customer will the business cater? How was it determined?

B. How will you find out about customer wants?

FINANCING THE BUSINESS

Before any retail operation can be undertaken, there must be money. The first, and probably biggest problem you will face is getting the necessary capital.

A. Amount needed (assume one-half of capital is on hand).

B. Compare sources of financing.

C. What is your choice of financing? Why?

STORE LOCATION

When a merchant has a location that is well suited to his store, the advantage may be suffieient to overcome certain deficiencies in his merchandising capabilities.

Community and Area Analysis

Is the geographical area in which you plan to locate supported by a strong economic base?

A. Discuss the size and characteristics of the population.

B. Is the area considered progressive?

C. What is the size of the trading area?

D. Are nearby industries working full time? Only part time?

E. Did one or more industries go out of business in the past several months?

F. Are new industries scheduled to open in the next several months?

Shopping District Location

In retail business, your sales potential depends on location within the town. The following should help you to work through the problem of selecting a profitable location.

A. In what part of the city or town will you locate? Why?

Central shopping district, area right next to the downtown business area, residential section of the town, suburbs, suburban shopping center/mall, highway location, string street, etc.

B. List the reasons for your choice.

C. What is the competition in the area you have picked?

Number of stores that handle your lines of merchandise.
How many of these stores look prosperous?
How many look as though they are barely getting by?
How many similar stores went out of business in this area last year?
What price lines does competition carry?
Which store or stores in the area will be your biggest competition?

Building Location

Sales and profit prospects for a particular store may be highly dependent

upon the value of the specific site to be occupied.

A. Give exact location (street address).

B. Is the neighborhood starting to run down?

C. Is the neighborhood new and on the way up?

D. Are any super highways or throughways planned for the neighborhood?

E. Is street traffic fairly heavy all day?

F. How close is the building to the bus line or other public transportation?

G. Are there adequate parking facilities convenient to the building?

H. Is the parking area well-lighted if you are open at night?

I. Is the street lighting good?

J. Are the sidewalks in good repair?

K. What are the zoning laws for the location?

L. Research of area: customer count, traffic flow, business trends, relocation of roads, transportation, etc. Where could you find this information?

M. Locate trading area and competition on map.

N. State all factors for choice of location. Be prepared to defend your choice of location.

THE BUILDING

Wise merchants prepare checklists of factors they must consider in evaluating buildings as possible locations for their businesses.

A. Indicate exact location on area map.

B. Provide detailed plot of the immediate business area - photographs and/or diagrams.

C. What is the occupancy history of this store building?

D. Does the store have a reputation for failure? (opening and closing after a short period of time)
What is the location, excessive rent, or some other factor?

E. What rent will you have to pay each month?

F. What is the physical condition of the store?

G. What are the terms of the lease? (who makes repairs, paints, etc.)

What services, if any, does the landlord provide?

H. If you plan to build a store, estimate costs.

I. What type of floor covering will you have? Why?

J. What type of heating and air conditioning will you have?

K. What type of lighting system will be installed?

L. What will be the color scheme for your store?

LAYOUT OF STORE, PARKING AREA, ETC. IN DETAIL AND TO A REASONABLE SCALE

How a store is arranged influences the dollar amount of sales earned per square foot. Careful planning of store layout has become increasingly important.

A. Detailed drawing of building exterior and plot. Be sure to include entrances, display windows, sign on front of building, etc.

B. Detailed drawing of building layout including fixtures and equipment. Are you using the free-flow arrangement or the gridiron patter of layout? Why?

EQUIPMENT, FIXTURES AND FURNISHINGS

Merchants should be keenly interested in the equipment used in their stores because the proper equipment can reduce labor costs, speed the movement of merchandise, and add to the attractiveness of the store.

A. Will you buy or lease equipment? Why?

B. List the selling fixtures you will need. Examples: tables, shelves, counters, cash registers, etc.

C. List the non-selling equipment at your store. Examples: time clocks, delivery trucks, bookkeeping machines, forklift, etc.

BUSINESS ORGANIZATION

Organization is needed if your store is to produce what you expect it to produce, namely profitable sales dollars.

Organization is essential because you, as the owner-manager, cannot do all the work. You have to delegate work, responsibility and authority. A helpful tool in getting this done is the organization chart. It shows at a glance who is responsible for the major activities of the business. An organization chart for a small retail store will reflect the fact that the owner-manager does most of the managing work himself.

A. Prepare a business organization chart showing the departments and line of authority.

PERSONNEL

Success in operating a store is largely dependent upon the effectiveness with which employees cooperate in their efforts. The task is to devise a program that will, to the greatest degree possible, satisfy the employees' wants and yet achieve the firm's objective.

A. Number of employees needed.

B. Major duties of each.

C. Write a newspaper "help wanted" ad you would place to attract workers.

D. What caliber of employees are you looking for?

E. Where will you find these people?

F. How will you select from your applicants?

G. What sort of tests will you give applicants?

H. Is a physical required?

I. What sort of training and development programs will they have?

J. How long will the try-out period be for new employees?

K. What will be the rate of pay?

L. What will be the method of payment (salary, commission, combination, etc.)?

M. How often will the employees be paid?

N. What are the opportunities for growth, advancement, promotion within the business? What is the policy on transfers? What is your policy on promotions? Do you promote from within the company?

O. Will you offer your employees a discount on merchandise they purchase at the store? How much of a discount?

P. What fringe benefits are offered?

Q. Vacation, holiday, free-days policies.

R. Hospitalization, and medical care. If offered, who pays?

S. What about labor organizations?

T. What are the policies on termination of employment (voluntary, with cause)?

U. What sort of employee evaluation will you have? How often?

V. Pension and retirement plans you will offer?

W. List some of the store rules and regulations that employees will have to follow. Consider:

1. Smoking
2. Chewing gum
3. Lunch (how much time)
4. Eating while working
5. Visiting with friends or employees during working hours
6. Leaving assigned area during working hours
7. Breaks (how ofte, how long)
8. Using telephone for personal business
9. Storing coat, purse, parcels, etc.
10. If they are sick and can't report to work

UNIT V-B: MANAGEMENT
Lesson 6: Store location (importance)

I. Behavioral objective

To investigate the types of store locations, so that the student will be able to decide on a favorable location.

II. Apperceptive base

What are some advantages to consider in selecting a location for your store?

III. Motivational approach

Where do you go shopping? Why?

IV. Aim

To develop an understanding of the importance of location for the success of a store.

V. Presentation

Store location
1. Importance
   (a) types
       (1) urban
       (2) suburban
   (b) advantages and disadvantages

VI. Medial summary

What are the advantages and disadvantages of a urban location? A suburban location?

VII. Application

Students will continue on "Going into Business for Yourself." (Store location.)

VIII. Final summary

What did you consider to be the most important points when locating your store?

UNIT V-B: MANAGEMENT
Lesson 7: Store location - Factors in choosing a location

I. Behavioral objective

To present the factors that influence choice of a location so that the student will be able to decide which factors affect his/her location.

II. Apperceptive base

What are the advantages of a convenient location?

III. Motivational approach

In starting a business, what capital should be considered besides initial capital?

IV. Aim

To consider the important factors in choosing a store location.

V. Presentation

2. Factors in choosing location
   (a) financial advantages
   (b) population concentration
   (c) traffic
3. Arrangement of shopping district
   (a) urban or central
   (b) suburban

VI. Medial summary

What are some factors that are to be considered in choosing a location?

VII. Application

Students will continue on "Going into Business for Yourself." (Factors considered in choosing a location.)

VIII. Final summary

What factors did you consider to be most important when selecting your location?

UNIT V-B: MANAGEMENT
Lesson 8: Store location - Site and building stability

I. Behavioral objective

To review the factors that affect a choice of site and building so that the student will be able to determine his/her selection.

II. Apperceptive base

What factors are important in choice of location?

III. Motivational approach

Inner city downtown area has everything including parking meters. Does this pose a site problem?

IV. Aim

To consider the site and building selection.

V. Presentation

4. Site
5. Building suitability
   (a) structure
   (b) utilities
   (c) space
   (d) leasing
   (e) building codes
   (f) legal - tenant, landlord

VI. Medial summary

What factors hould be considered in the selection of a building?

VII. Application

Student will continue on "Going into Business for Yourself." (Site and building suitability.)

VIII. Final summary

What do you consider most important in site selection or building rental?

UNIT V-C: MANAGEMENT
Lesson 9: Store arrangement (general factors to consider; classification and arrangement of merchandise)

I. Behavioral objective

To give a presentation that will enable students to classify types of merchandise in terms of merchandise location in the store.

II. Apperceptive base

What factors should be considered in determining the suitability of a building?

III. Motivational approach

Why is Toyland at Christmas time placed in the rear of the store or the top floor? Exploration of other examples toward understanding advantageous merchandise location.

IV. Aim

To outline the general principles of store arrangement.

V. Presentation

Store arrangement
1. General factors to consider
2. Classification and arrangement of merchandise according to type
   (a) impulse goods
   (b) convenience goods
   (c) staple goods
   (d) utility goods
   (e) luxury goods

VI. Medial summary

Differentiate between impulse and convenience goods.

VII. Application

Students will continue on "Getting into Business for Yourself." (Selection of merchandise.)

VIII. Final summary

Review classifications of merchandise.

UNIT V-C: MANAGEMENT
Lesson 10: Store arrangement (general principles and arrangement)

I. Behavioral objective

To study the general principles of arrangement so that the student will be able to develop a layout within the bounds of his/her budget.

II. Apperceptive base

What are some of the types of goods carried in stores?

III. Motivational approach

How is the utilization of store space related to your sales dollars and profits?

IV. Aim

To understand the principles of arrangement as they relate to expense.

V. Presentation

3. General principles of arrangement
   (a) aisle space
   (b) lighting and ventilation
   (c) elevators and escalators
   (d) stockrooms
   (e) stock handling
   (f) open displays
4. Arrangement of merchandise according to expense
   (a) layout - for efficient use of selling space
   (b) nonselling departments - in less valuable parts of the store
   (c) rent and overhead

VI. Medial summary

What are the general principles of arrangement?
What are some factors to consider in merchandise arrangement according to expense?

VII. Application

Students will continue on "Getting into Business for Yourself." (Merchandise arrangement.)

VIII. Final summary

What did you consider to be most important when planning your merchandise arrangement?

UNIT V-D: MANAGEMENT
Lesson 11: Department layout (departmentizing and layout)

I. Behavioral objective

To present the differences in possible stock arrangement so that students will be able to create an effective merchandise layout.

II. Apperceptive base

Why is arrangement and related expense an important consideration.

III. Motivational approach

What is wrong with this store layout: someone who purchases a suit has to go up to a different floor to purchase a matching shirt and tie?

IV. Aim

To be able to develop a merchandise layout.

V. Presentation

Department layout
1. Departmentizing
   (a) definition
   (b) purpose
2. Layout
   (a) personalized service department
   (b) simplified service department

VI. Medial summary

What are the reasons for departmentizing?
Differentiate between a personalized, simplified and bargain service department.

VII. Application

Students will continue on "Getting into Business for Yourself." (Departmentizing and layout.)

VIII. Final summary

What factors are you considering when doing your layout?

UNIT V-D: MANAGEMENT
Lesson 12: Department layout (displays and reserved stock)

I. Behavioral objective

To present the principles of a basic layout plan; the student will then be able to plan for displays and reserved stock.

II. Apperceptive base

What is the importance of a layout? Why?

III. Motivational approach

How do you feel about a store that is always out of the merchandise you want?

IV. Aim

To relate displays and reserve stock to department layout.

V. Presentation

3. Displays related to department layout
   (a) planning
   (b) related merchandise
   (c) change displays often
4. Arrangement of reserve stock
   (a) stock on hand
   (b) off-the-floor reserve
   (c) warehouse stock

VI. Medial summary

What parts do displays and reserve stock play in department layout?

VII. Application

Students will continue on "Getting into Business for Yourself." (Displays and arrangement of reserve stock.)

VIII. Final summary

How will displays and reserve stock affect department layout?

UNIT V-E: MANAGEMENT
Lesson 13: Financial requirements of a business

I. Behavioral objective

To give the student an understanding of the financial requirements of a business so that he/she will be able to apply it to the ownership and operation of his/her business.

II. Apperceptive base

What are the three types of reserve stock?

III. Motivational approach

How does one go about getting capital to start a business?

IV. Aim

To determine the financial requirements of a business.

V. Presentation

Financial requirements of a business
1. Needs and uses of capital
2. Effects of merchandise turnover on capital
3. Capital flow
4. Building a surplus
5. Budgeting

VI. Medial summary

What are some financial requirements you should consider in planning your business?

VII. Application

Students will continue on "Getting into Business for Yourself." (Financial requirements.)

VIII. Final summary

What financial requirements would you consider in starting your own business?

UNIT V-F: MANAGEMENT
Lesson 14: Financing a business

I. Behavioral objective

To continue to examine the financial requirements of a business so that the student will be able to apply it to the ownership and operation of his/her business.

II. Apperceptive base

What are the basic financial requirements of a business?

III. Motivation

How would you go about getting money for a business?

IV. Aim

To determine how to finance a business.

V. Presentation

Financing a business
1. Establishing a banking connection
2. Acquiring proprietory and borrowed capital
3. Determine which source of capital to use.

VI. Medial summary

How would you go about financing your business?

VII. Application

Students will continue on "Getting into Business for Yourself." (Financing.)

VIII. Final summary

What steps would you take in trying to secure a loan?

UNIT V-G: MANAGEMENT
Lesson 15: Financial records needed in a business

I. Behavioral objective

To give a presentation on the keeping of financial records so that the student will be able to develop a system of monetary accountability.

II. Apperceptive base

What factors should be considered in securing a financial loan?

III. Motivational approach

What is the value of maintaining financial records?

IV. Aim

To demonstrate the importance of maintaining financial records.

V. Presentation

Method suggested: Brainstorming
Financial records needed in a business
1. Types of record systems
2. Suggestions for safe handling of cash
3. Keeping records safe
4. Accounting for cash
5. Keeping records safe
6. Income tax records
7. Keeping payrool records
8. Careers in bookkeeping and accounting

VI. Medial summary

Why are financial records needed in business?
What are some of the records a business needs to keep?

VII. Application

Students will continue on "Getting into Business for Yourself." (Record keeping.)

VIII. Final summary

What financial records will you utilize in your business?

UNIT V-H: MANAGEMENT
Lesson 16: Store policies - importance

I. Behavioral objectives

To explore the reasons for store policies so that the student will realize their importance.

II. Apperceptive base

Why is it necessary to keep records?

III. Motivational approach

What problems would exist in our society if there were no rules?

IV. Aim

To establish the importance of store policies.

V. Presentation

Store policies
1. Importance
   (a) define
   (b) reasons for importance
   (c) value of written policy
   (d) types of policies
      (1) general
      (2) operation
         a- customer service
         b- price
         c- merchandise
         d- promotion
      (3) personnel
   (e) characteristics of sound policy
      (1) identify with firm
      (2) advanced planning
      (3) clarity
      (4) consistency
      (5) individuality
      (6) flexibility

VI. Medial summary

What are the types of store policies?

VII. Application

Have students list policies which would be unique to their chosen business.

VIII. Final summary

Why are store policies important?

UNIT V-H: MANAGEMENT
Lesson 17: Store policies - service policies

I. Behavioral objective

To give a presentation on service policies so that students will be able to formulate their own.

II. Apperceptive base

What are the characteristics of sound policy?

III. Motivation

Do service policies deal with tangibles or intangibles? Explain.

IV. Aim

To learn about service policies.

V. Presentation

2. Service policies
   (a) types of services
      (1) full service
      (2) additional service
   (b) types of customer service
      (1) selling service
      (2) additional service
   (c) types of selling service
      (1) personalized service
      (2) simplified service
         a- define
            1- pre-selection
            2- self-selection
            3- self-service
         b- reasons for development
         c- limitations

VI. Medial summary

What are the types of customer and selling services?

VII. Application

Students will continue on "Getting into your own Business." (Service policies.)

VIII. Final summary

What service policies would be of importance to your firm?

UNIT V-H: MANAGEMENT
Lesson 18: Store policies - service policies (cont.)

I. Behavioral objective

To continue the presentation on service policies so that students will be able to formulate policies of their own.

II. Apperceptive base

What are the types of customer and selling policies?

III. Motivational approach

How would you determine what services to offer?

IV. Aim

To continue to learn about service policies.

V. Presentation

(3) restricted service
a- typical kind
b- price advantage
c- lack of display
d- poor availability
(d) other service policies
(1) wrapping and packing
(2) delivery
(3) miscellaneous

VI. Medial summary

What are restricted services?

VII. Application

Students will continue on "Getting into your Own Business." (Service policies.)

VIII. Final summary

What are some policies at your present place of employment that would be considered service policies?

UNIT V-H: MANAGEMENT
Lesson 19: Store policies - price policies

I. Behavioral objective

To review the principles of price policies so that the student will be able to formulate his/her own.

II. Apperceptive base

What service policies would you consider as an absolute requirement in a store operation?

III. Motivational approach

At your place of employment are you able to purchase merchandise at a discount? Why or why not?

IV. Aim

To determine price policies.

V. Presentation

3. Price policies
   (a) general price level
   (b) discount policy
   (c) number in a given line

VI. Medial summary

What are some advantages to a store of having an established price policy?

VII. Application

Students will continue on "Getting into your Own Business." (Price policies.)

VIII. Final summary

What is meant by one price policy?

UNIT V-H: MANAGEMENT
Lesson 20: Store policies - credit policies

I. Behavioral objective

To learn the principles of credit policies so that the student will be able to formulate his/her own.

II. Apperceptive base

What is a discount policy?

III. Motivational approach

How would you go about getting credit information?

IV. Aim

To determine credit policies.

V. Presentation

4. Credit policies
   (a) types of retail credit information
   (b) sources of retail credit information
   (c) credit agencies
   (d) cost of credit to the seller
   (e) types of installment credit
   (f) wholesale credit
   (g) cash discounts

VI. Medial summary

What are the sources of retail credit information?

VII. Application

Students will continue on "Getting into Your Own Business." (Credit policies.)

VIII. Final summary

What are the types of credit policies?

UNIT V-H: MANAGEMENT
Lesson 21: Store policies - credit policies (cont.)

I. Behavioral objective

To learn the principles of collection policies so that students will be able to formulate their own.

II. Apperceptive base

What are the types of installment contracts?

III. Motivational approach

How would you go about collecting a bad debt?

IV. Aim

To determine collection policies and procedures.

V. Presentation

5. Collection policies and procedures.
   (a) losses on bad debts
   (b) collection procedures
   (c) examples of collection sequence
   (d) statute of limitations
   (e) guarantee accounts
   (f) careers in collecting

VI. Medial summary

What are the collection procedures?

VII. Application

Students will continue on "Getting into your own Business." (Collection policies.)

VIII. Final summary

What is the purpose of the statute of limitations?

UNIT V-H: MANAGEMENT
Lesson 22: Store policies - merchandise policies

I. Behavioral objective

To give the student an in-depth understanding of merchandise policies so that he/she will be able to formulate policies of his/her own.

II. Apperceptive base

List some collection policies and procedures.

III. Motivational approach

Does the merchandise in the store affect the store image?

IV. Aim

To determine merchandise policies.

V. Presentation

6. Merchandise policies
   (a) variety of merchandise
   (b) quality and fashion
   (c) brands

VI. Medial summary

What are the merchandise policies?
Why are they important?

VII. Application

Students will continue on "Getting into Your Own Business." (Merchandise policies.)

VIII. Final summary

What is the value of merchandise policies?

UNIT V-H: MANAGEMENT
Lesson 23: Store policies - promotion policies

I. Behavioral objective

To give a presentation on promotion policies so that the students will be able to formulate their own.

II. Apperceptive base

What are some factors to consider when making up merchandise policies?

III. Motivation

How will the media used affect advertising policies?

IV. Aim

To determine promotion policies.

V. Presentation

7. Promotion policies
   (a) advertising
   (b) appeals

VI. Medial summary

Contrast institutional versus promotional policies.

VII. Application

Students will continue on "Getting into Your Own Business." (Promotion policies.)

VIII. Final summary

What appeals could be utilized in promotional policies?

UNIT V-I: MANAGEMENT
Lesson 24: Personnel policies (importance and employment policies)

I. Behavioral objective

To provide a presentation on employment policies that will show the students how to formulate policies of their own.

II. Apperceptive base

Why are promotional policies necessary?

III. Motivational approach

In job seeking, who did you find had the responsibility for employment?

IV. Aim

To develop the importance of personnel policies.
To determine employment policies.

V. Presentation

Personnel policies
1. Importance
   (a) define
   (b) area covered
2. Employment policies
   (a) responsibility for employment
       (1) centralized
       (2) descentralized
   (b) securing applicants
       (1) source
       (2) methods
       (3) selection
           a- standards
           b- interviewing procedure
       (4) placement and follow-up

VI. Medial summary

Why are placement and follow-up important?
Why are personnel policies necessary?

VII. Application

Students will continue on "Getting into Your Own Business." (Policies.)

VIII. Final summary

Who has the responsibility for employment and what does an interviewer look for?

UNIT V-I: MANAGEMENT
Lesson 25: Personnel services (training policies)

I. Behavioral objective

To give an overview of training policies so that the students will be able to formulate training policies of their own.

II. Apperceptive base

How do we secure applicants?

III. Motivational approach

How many people have experienced on-the-job training? Discussion of merits and/or deficiencies of the program.

IV. Aim

To determine training policies.

V. Presentation

3. Training policies
   (a) responsibility for training
      (1) group training
      (2) individual training
   (b) persons receiving training
      (1) new employees
      (2) experienced employees
      (3) transfers
   (c) frequency of training
      (1) initial training
      (2) continuous training
   (d) evaluation of employees
      (1) frequency
      (2) methods used

VI. Medial summary

What are the training responsibilities?

VII. Application

Students will continue on "Getting into Your Own Business." (Policies.)

VIII. Final summary

How would you evaluate employees? Why?

UNIT V-I: MANAGEMENT
Lesson 26: Personnel policies (policies governing employee services)

I. Behavioral objective

To give a presentation on policies governing employee services so that the students will be able to formulate policies of their own.

II. Apperceptive base

How were you trained on your job?

III. Motivational approach

Is it possible that fringe benefits can outweigh monetary benefits?

IV. Aim

To determine policies governing employee services.

V. Presentation

4. Policies governing employee services
   (a) importance
      (1) define
      (2) changes in attitude
   (b) advantages
   (c) types of services
      (1) physical health and comfort
      (2) monetary fringe benefits
      (3) educational and social

VI. Medial summary

What are some of the types of employee services offered at your place of employment?

VII. Application

Students will continue on "Getting into Your Own Business."

VIII. Final summary

List all the possible fringe benefits on a job.

UNIT V-I: MANAGEMENT
Lesson 27: Personnel policies (policies on wage payment)

I. Behavioral objectives

1. To hold a full discussion on policies on wage payment so that the students will be able to formulate wage-payment policies of their own.
2. With the use of their completed project "Getting into Your Own Business," students will be able to give an oral presentation.

II. Appercepiive base

What are some advantages of fringe benefits?

III. Motivational approach

If there were no wage-payment policy, what problems might result?

IV. Aim

To determine a wage-payment policy.

V. Presentation

5. Policies on wage payment
   (a) methods
      (1) straight salary
      (2) quota bonus
      (3) salary and commission
      (4) straight commission
   (b) salary amount
      (1) beginning salary
      (2) salary increases
      (3) salary maximum

VI. Medial summary

What are the methods of wage payment?

VII. Application

Students will complete the project "Getting into Your Own Business" and give oral presentations.

VIII. Final summary

What is the basic difference between wage and salary?

VI. PRODUCT AND SERVICE TECHNOLOGY

Product Technology

A. Merchandise information

1. Why the consumer buys

(a) needs
(b) wants
(c) motives

(1) primary
(2) secondary

2. Analyzing customer demands

(a) what customer wants
(b) how much customer wants it
(c) when the customer wants it
(d) want slips
(e) surveys
(f) trade information

3. Types of goods

(a) consumer goods

(1) convenience
(2) fashion
(3) shopping
(4) specialty
(5) style

(b) industrial goods

4. Obtaining information

(a) merchandise itself
(b) customers
(c) competitors
(d) testing bureaus
(e) publications

B. Merchandise information - textiles

1. Natural fibers

(a) vegetable

(1) cotton

a- origin
b- characteristics

c- uses
d- selling points
e- care

(2) linen

a- origin
b- charasteristics
c- uses
d- care
e- selling points

(b) animal

(1) wool

a- origin
b- characteristics
c- uses
d- care
e- selling points

(2) silk

a- origin
b- characteristics
c- uses
d- care
e- selling points

(3) other - mohair, camel's hair, vicuna

(c) mineral and minor natural fibers

(1) asbestos
(2) hemp
(3) jute
(4) kapok

2. Man-made synthetic fibers

(a) fibers - cellulosic base

(1) history
(2) manufacturing process
(3) types

a- rayon
b- acetate

(b) fibers - non-cellulosic base

(1) history
(2) manufacturing process

(3) types

a- acrylic
b- nylon
c- polyester
d- others

3. Yarns

(a) types
(b) manufacturing process
(c) qualities
(d) blends

4. Fabric construction

(a) weaving
(b) knitting
(c) braiding
(d) felting

5. Fabric dyeing and finishing

(a) dyeing
(b) printing
(c) bleaching
(d) pre-shrinking
(e) crease-resisting
(f) sizing
(g) napping
(h) warping
(i) waterproofing
(j) safety finishes (fire proofing)

C. Merchandise information - non-textiles

1. Rubber

(a) natural
(b) synthetic
(c) manufacturing process
(d) rubber products
(e) care
(f) selling points

2. Plastics

(a) development
(b) types
(c) shaping process
(d) finishing process
(e) uses
(f) products

(g) care
(h) selling points

3. Leather

(a) animal sources
(b) preparation
(c) leather products
(d) care
(e) selling points

4. Gemstones

(a) types (include metallic)
(b) stone families
(c) preparation
(d) products
(e) care
(f) selling points

5. Ceramics

(a) types
(b) preparation
(c) products
(d) care
(e) selling points

6. Glass

(a) uses
(b) types
(c) preparation
(d) decorating
(e) classification - products
(f) care
(g) selling points

7. Wood

(a) types
(b) preparation - manufacturing
(c) joining, decorating and finishing
(d) upholstery
(e) products
(f) care
(g) selling points

<u>Service Technology</u>

A. Knowledge of service rendered

1. Prices
2. Stock on hand

3. Usage
4. Complementary merchandise
5. Manufacturers / distributors

B. Promptness

1. Greeting
2. Delivery

C. Courtesy

D. Cleanliness and neatness

E. Attitude (helpful)

F. Security

PRODUCT/SERVICE TECHNOLOGY

General competencies

Master - Employee

Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's question satisfactorily.

Skill in maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Owner - Manager

Skill in keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.

Occupational category: Apparel and accessories
Instructional area: Product/Service technology
Level: Owner - Manager

Knowledge of the sizes, colors, styles and prices in which merchandise is available.

Knowledge of current fashions and new trends.

Knowledge of the sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.

Knowledge that substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.

Understanding that adequate merchandise information will enable the salesperson to increase sales as well as his/her earning capacity.

Understanding merchandise information is a useful tool in opening a sales conversation with a customer.

Understanding labels taking the form of tags, stamps, wrappers, etc. Identify products as to their content.

Understanding the ways to handle merchandise when placint it in stock or on display as well as how to keep it clean.

Skill in expressing customer benefits that accompany merchandise selling features.

A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

A belief that adequate merchandise information will help increase sales and promote better customer relations.

Knowledge of current merchandise fashion trends, product innovations, etc.

Skill in keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.

Skill in knowing what to look for when making comparison shoppings of a competitor's merchandise.

Skill in using facts about the merchandise itself when helping a customer make a buying decision.

Skill in analyzing a product in relation to current trends such as fashion or style, innovations, novelty appeal, etc., so that a better job of selling can be done.

Skill in maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Attitude that a continual program of training and retraining employees with product knowledge must be carried out.

Attitude that merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.

Be familiar with federal Trade Commission protective measures as they apply to various products.

Be familiar with various governmental, state and local laws regarding standards.

Know that the familiarity with trade journals will supplement product, merchandise, and service knowledge as well as current business trends.

Know the values of advertising information to the salesperson.

Know that brand or trade names are an advertising device used to encourage customer retention.

Know that grades may be expressed by letters or words.

Knowledge of the basic sanitation and safety to clean and maintain preparation facilities and equipment.

Understanding the ways to interpret the features of a product in terms of benefits to customers.

Knowledge of the various agencies that give protection to the customer in his/her buying.

Know sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags, advertisements, customers and competitors, producers, sales representatives, fellow employees and supervisors.

Show customers the points of superiority of one's own product in comparison to competing company's products.

Express customer benefits that accompany merchandise selling features.

Know that standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.

Know that usually services and benefits are bought rather than goods and merchandise.

Know the protective measures behind standards, grades and labels.

Suggest additional related purchases when delivering goods.

Select and quote factual comments about certain products.

Know that merchandise guarantees and directions protect the customer and the business and help increase sales.

Analyze merchandise returned as unsatisfactory by customers to determine reasons for poor performance.

Ability to properly and accurately use credit cards.

Occupational category: General m
Instructional area: Product/S
Level: Owner - M

Knowledge of the various locati
floor and in reserve stock.

Knowledge of the sizes, colors,
merchandise is available.

Knowledge of current fashions a

Skill in keeping an accurate re
hand and/or amount to reorder.

Attitude that a continual progr
with product knowledge must be

Occupational category: Apparel and accessories
Instructional area: Product/Service technology
Level: Master - Employee

Knowledge of the various locations of merchandise on the selling floor and in reserve stock;

Knowledge of the sizes, colors, styles and prices in which merchandise is available;

Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind;

Knowledge that substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes;

Understanding merchandise information is a useful tool in opening a sales conversation with a customer;

Understanding labels taking the form of tags, stamps, stickers, and imprinted designs on the store bundle;

Knowledge that merchandise information on fiber/fabric blend, the clothes and the size, and any related items;

Understanding the need to handle merchandise that places it in order of on display as well as how to keep it clean;

Skill in ability to fit customers the correct size when selling articles of clothing;

Ability to translate merchandise label information into selling points;

Skill in interpreting merchandise guarantees and directions to customers;

Skill in expressing customer benefits that accompany merchandise selling features;

Skill in building a sales talk around merchandise selling features;

Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily;

Attitude that keeping informed of merchandise and product information makes the sales experience job more interesting;

Attitude that adequate merchandise knowledge usually results in the customer's purchasing the product and leads to greater sales;

Attitude that merchandise information can be gained by handling merchandise and by using it.

Knowledge of current merchandise fashion trends, product innovations, etc.

Understanding the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.

Understanding the delivery areas served by the store, delivery schedules and delivery charges.

Skill in quoting to customers accurate delivery dates and charges.

Skill in using facts about the merchandise itself when helping a customer make a buying decision.

Skill in maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Know that needs may be expressed by actions as well as words.

Understanding the need to increase the dollars of a purchase by adding to initial selections.

Know techniques for suggesting additional merchandise which will complement customer's purchases.

Express customer benefits that accompany merchandise selling features.

Know that standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.

Know that usually services and benefits are sought rather than goods and merchandise.

Know the protective measures behind standards, grades and labels.

Suggest additional related purchases when delivering goods.

Select and quote factual comments about certain products.

Know that merchandise guarantees and directions protect the customer and the business and help increase sales.

Fill-in standardized delivery forms.

Help customers buy intelligently with the use of stamps, tags, markers, decals, attached or interchanged.

Know that sales slips are usually processed by machine and price lines must be so placed that they can be read by machine.

Bill

Ability to properly and accurately use credit card.

Bill

Occupational category: Finance and credit
Instructional area: Product/Service technology
Level: Master - Employee

Attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer customers' questions satisfactorily.

Skill in maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Occupational category: General merchandise
Instructional area: Product/Service technology
Level: Master - Employee

Attitude that merchandise information can be gained by handling merchandise and by using it.

Understanding the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.

Skill in using facts about the merchandise itself when helping a customer make a buying decision.

Skill in maintaining a usable bank of product information, selecting that which can be used with individual customers.

Understanding the ways to interpret the features of a product in terms of benefits to customers.

Attitude that a customer's grocery purchase must be carefully bagged to protect frozen items, soft packages, perishables, etc.

Ability to handle foods in such a way to protect their food value and avoid undue losses.

Know sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags, advertisements, customers and competitors, producers, sales representatives, fellow employees and supervisors.

Suggest additional related purchases when delivering goods.

UNIT VI-A: PRODUCT AND SERVICE TECHNOLOGY
Lesson 1: Product technology - merchandise information (why the customer buys)

I. Behavioral objective

To give the student an understanding of consumer buying motives so that he/she will be able to realize the importance of merchandise information.

II. Apperceptive base

Who profits from the knowledge of merchandise?

III. Motivational approach

How can you find out what a customer's wants and needs are?

IV. Aim

To learn the importance to salesperson of the need for complete merchandise information.

V. Presentation

Product technology - Merchandise information
1. Why the costumer buys
   (a) needs
   (b) wants
   (c) motives
      (1) primary
      (2) secondary

VI. Medial summary

What are some of the reasons for customer purchases?

VII. Application

List some personal experiences with salespeople. Were they helpful, well informed and enthusiastic?

VIII. Final summary

How do you try to find customer needs on the job?

UNIT VI-A: PRODUCT AND SERVICE TECHNOLOGY
Lesson 2: Product technology - merchandise information (analizing customer demands)

I. Behavioral objectives

To give the student an understanding of the most frequent customer wants so that he/she will be better able to meet customers' needs.

II. Apperceptive base

What are customer motives for buying merchandise?

III. Motivational approach

What information would you find on a label of merchandise in your store?

IV. Aim

To establish the relationships between merchandise features and the selling points of the product.

V. Presentation

2. Analyzing customers demands
   (a) what customers want
   (b) how much customer wants it
   (c) when the customer wants it
   (d) want slips
   (e) surveys
   (f) trade information

VI. Medial summary

What are some sources of merchandise information?

VII. Application

Have students discuss the importance of want slips and have students secure and fill out one, used on-the-job.

VIII. Final summary

How do we analyze customers' demands?

UNIT VI-A: PRODUCT AND SERVICE TECHNOLOGY
Lesson 3: Product technology - merchandise information (types of goods)

I. Behavioral objective

To give students a series of types of goods and have the students classify the merchandise properly.

II. Apperceptive base

How can we analyze customers' demands?

III. Motivational approach

Did you ever look for a particular item of merchandise in a large store and find that no one seemed to be able to help you? Why?

IV. Aim

To learn how to classify goods.

V. Presentation

3. Types of goods
   (a) consumer goods
      (1) convenience
      (2) fashion
      (3) shopping
      (4) specialty
      (5) style
   (b) industrial goods

VI. Medial summary

What are the types of goods?
What are the kinds of consumer goods?

VII. Application

List the goods sold in your place of business. Classify each of them.

VIII. Final summary

Have students explain orally how they classified the goods sold in their store.

UNIT VI-A: PRODUCT AND SERVICE TECHNOLOGY
Lesson 4: Product technology - merchandise information (obtaining information)

I. Behavioral objective

To learn about the sources of information so that the student will know how to obtain merchandise information.

II. Apperceptive base

What are industrial goods?
What are customer goods?

III. Motivational approach

What information can be found on packaged merchandise?

IV. Aim

To point out sources of merchandise information.

V. Presentation

4. Obtaining information
   (a) merchandise itself
   (b) customers
   (c) competitors
   (d) testing bureaus
   (e) publications

VI. Medial summary

What are some sources for obtaining merchandise information?

VII. Application

Have students bring in packages or labels of products. Have them switch products, and write down all information that they derived about the product.

VIII. Final summary

Have students discuss with the class the information derived from the packages.

PACKAGING

Student's name _____

Product _____

Functions of packaging

1. To provide a container for the product.
2. To protect the contents.
3. To identify the product.
4. To merchandise (or display and sell) the product.
5. To facilitate the use of the product.

Materials of packaging

1. Paper
2. Metal
3. Aerosols
4. Flip-top cans
5. Glass
6. Plastic

PACKAGING LAWS

Packaging specifications for foods, drugs and cosmetics are subject to regulations laid down by the Fair Packaging and Labeling Act of 1966, which was formulated by the Federal Food and Drug Administration. Packaging for all other consumer goods is regulated by laws passed by the Federal Trade Commission. The requirements under these laws are similar.

The chief requirement of food labels under the packaging laws is that the contents must be stated in two ways: (1) in total number of ounces and (2) in pounds, quarts, or pints. For instance: "weight 25 ox (1 lb, 9 oz)" and "net contents 56 fluid ounces (1 quart, 1½ pints)." This statement must appear as a separate item in the bottom 30 percent of the main display panel on the label. Phrases such as "jumbo quart" and "full gallon" are prohibited. The law also sets forth official abbreviations to be used on the labels.

Additional regulations cover such things as number of servings, listing of ingredients, the form in which food is being sold, and the manufacturer's name and address, and other information.

Under the packaging law, deceptive construction of packages is outlawed (that is, false bottoms, hollow dividers, fillers, or side walls). Food packages must make sure that any packaging material that comes in contact with the contents is safe and non-toxic.

The regulations of the Federal Trade Commission, which cover labelling requirements for products other than foods, drugs, and cosmetics, follow closely those of the Federal Food and Drug Administration in many respects.

STEPS IN PACKAGE DESIGN

The development of a package is a highly technical and complicated job. Inasmuch as it must fulfill many varied functions, a proposed package has to be analyzed from the standpoint of how well it does each of the jobs expected of it. The different services that packages can provide to the marketers are as follows:

* Reducing unit costs.
* Promoting distributor and retailer acceptance.
* Increasing turnover and sales -- at a profit.
* Extending shelf life and reducing waste.
* Extending marketing areas and penetrating new markets.
* Helping customers make better and more frequent use of products.
* Introducing new products or products adapted to new forms and new uses.
* Promoting a company, its products, and its image.
* Meeting government packaging standards and manufacturer's responsibility for safety and regard of the customer's health, welfare, and essential interests.

* Giving an established product a modern image.

Because of the many marketing services that packages provide, the planning phase must be handled very carefully, so that every detail has been carefully throught out before the package goes into actual production.

The manufacturer must be sure he can answer "yes" to these questions:

a. Have deceptive constructions been avoided?

b. Does the word "imitation" appear where applicable and allowed?

c. Do warnings appear in specified type sizes?

d. Have misleading words as to place of origin or type of product been avoided in the product name?

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 5: Product technology - merchandise information (textiles)

I. Behavioral objective

To make a study of merchandise information on cotton, so that students will be able to apply this knowledge to cotton-related products.

II. Apperceptive base

What are some of the materials used to make clothing?

III. Motivational approach

Have you ever owned an article of clothing and when you washed it, it shrank or was damaged in some way?

IV. Aim

To learn how to identify cotton products and to explain their care.

V. Presentation

1. Natural fibers
   (a) vegetable
      (1) cotton
         a- origin
         b- characteristics
         c- uses
         d- care
         e- selling points

VI. Medial summary

What are some characteristics of cotton?
What are some of the uses of cotton?
Give some selling points of cotton.

VII. Application

List 20 articles in your own home made of cotton.

VIII. Final summary

Randomly select students to give the characteristics of cotton which apply to the 20 products they have selected.

UNIT VI-B: PRODUCT AND SPACE TECHNOLOGY
Lesson 6: Product technology - merchandise information (linen)

I. Behavioral objective

To learn the facts of merchandise information about linen. The student will then be able to apply this knowledge to linen-related products.

II. Apperceptive base

What are some of the uses of cotton?

III. Motivational approach

What are some linen products in your home?

IV. Aim

To be able to identify linen products and explain their care.

V. Presentation

(2) linen
- a- origin
- b- characteristics
- c- uses
- d- care
- e- selling points

VI. Medial summary

Give some of the characteristics of linen.
What are the uses of linen?
How should you care for linen?

VII. Application

Case problem: Customer has price objection to purchase of Irish linen dress. How would you overcome the objection?

VIII. Final summary

Contrast characteristics of linen to those of cotton.

UNIT XI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 7: Product technology - merchandise information (wool)

I. Behavioral objective

To give the student a knowledge of merchandise information about wool, so that he/she will be able to apply this knowledge to wool-related products.

II. Apperceptive base

What are the selling points of linen?

III. Motivational approach

Why is it necessary to advise customers on the care of wool clothes?

IV. Aim

To learn how to identify wool products and explain their care.

V. Presentation

(b) animal
(1) wool
a- origin
b- characteristics
c- uses
d- care
e- selling points

VI. Medial summary

What are the characteristics of wool?

VII. Application

List the steps in the care of laundering wool garments.

VIII. Final summary

Summarize the characteristics of wool.

UNIT XI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 8: Product technology - merchandise information (silk)

I. Behavioral objective

To give the student a knowledge of merchandise information about silk, so that he/she will be able to apply this knowledge to silk-related products.

II. Apperceptive base

What are some of the selling points of wool?

III. Motivational approach

Why is silk considered a regal fabric?

IV. Aim

To learn how to identify silk products and explain their care.

V. Presentation

(2) silk
- a- origin
- b- characteristics
- c- uses
- d- care
- e- selling points

(3) other - mohair, camel's hair, vicuna

VI. Medial summary

What are some uses for silk?
What products are associated with silk?
What are some selling points of silk?

VII. Application

Case problem: A man's silk dressing robe is $65. Other robes cost much less. How would you sell the pure silk robe?

VIII. Final summary

Contrast wool products to silk products.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 9: Product technology - merchandise information (mineral and minor natural fibers)

I. Behavioral objectives

To study facts of merchandise information about mineral and minor natural fibers so that the student will be able to apply this knowledge to products made from minerals and other minor natural fibers.

II. Apperceptive base

Name the most commonly known natural fibers and give a characteristic of each.

III. Motivational approach

How many products can you name that come from mineral and minor natural fibers?

IV. Aim

To learn how to identify mineral products and explain their care.

V. Presentation

(c) mineral and minot natural fibers
  (1) asbestos
  (2) hemp
  (3) jute
  (4) kapok

VI. Medial summary

Name some mineral and minor natural fibers.

VII. Application

What articles come from asbestos, hemp, jute and kapok?

VIII. Final summary

Review natural fibers.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 10: Merchandise information - man-made synthetic fibers (fibers - cellulosic base)

I. Behavioral objectives

To study merchandise information on cellulosic-based fabrics so that the student will be able to apply this knowledge to products made from such man-made synthetic fibers.

II. Apperceptive base

What are some mineral and minor natural fibers and their characteristics?

III. Motivational approach

Is there any difference between rayon and acetate?

IV. Aim

To learn how to identify cellulosic-based fibers.

V. Presentation

2. Man-made synthetic fibers
   (a) fibers - cellulosic base
      (1) history
      (2) manufacturing process
      (3) types
         a- rayon
         b- acetate

VI. Medial summary

What is the background of cellulosic fibers?

VII. Application

Give students a swatch of rayon and a swatch of acetate fibers. Have students place a drop of liquid deodorang on each and place between two pieces of paper and press with a hot iron. What happened to each piece of material?
(Rayon will turn black.)

VIII. Final summary

Review the cellulosic fibers.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 11: Merchandise information - man-made synthetic fibers (fibers - non-cellulosic base)

I. Behavioral objective

To study merchandise information on non-cellulosic based fibers so that the student will be able to apply this knowledge to products made from such man-made synthetic fibers.

II. Apperceptive base

What are cellulosic-based fibers?

III. Motivational approach

What do we mean by this statement: "That all non-cellulosic based fibers are test-tube babies."

IV. Aim

To learn how to identify non-cellulosic based fibers.

V. Presentation

(b) fibers - non-cellulosic base
  (1) history
  (2) manufacturing process
  (3) types
    a- acrylic
    b- nylon
    c- polyester
    d- others

VI. Medial summary

What are some types of non-cellulosic base fibers?

VII. Application

Contrast the care of nylon hose and a nylon shirt.

VIII. Final summary

What is the manufacturing process for non-cellulosic base fibers?

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 12: Merchandise information - yarns

I. Behavioral objective

To study merchandise information on various yarns so that the student will be able to apply this knowledge to products made from these yarns.

II. Apperceptive base

What are the different types of non-cellulosic base fibers?

III. Motivational approach

What are some of the different blends of fiber contained in your clothing? - Check labels.

IV. Aim

To learn how to identify products made from various kinds of yarns.

V. Presentation

3. Yarns
   (a) types
   (b) manufacturing process
   (c) qualities
   (d) blends

VI. Medial summary

What are the types and qualities of yarns?

VII. Application

Go through labels of clothes at home and list the common blends of yarns found.

VIII. Final summary

Review the manufacturing process of yarns.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 13: Product technology - fabric construction

I. Behavioral objective

To review the fundamentals of fabric construction so that students will be able to identify the different types.

II. Apperceptive base

What do we mean by blended yarns?

III. Motivational approach

How important is the knitting industry?

IV. Aim

To learn how to identify types of fabric construction.

V. Presentation

4. Fabric construction
   (a) weaving
   (b) knitting
   (c) braiding
   (d) felting
   (e) non-woven

VI. Medial summary

Compare the different types of fabric construction.

VII. Application

Discuss each type of construction and give an example.

VIII. Final summary

Review the different types of fabric construction.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 14: Product technology - fabric finishing

I. Behavioral objective

To present and explore different types of fabric finishes so that the student will be able to identify them.

II. Apperceptive base

What is fabric construction?

III. Motivational approach

Does a preshrunk label guarantee against further shrinkage?

IV. Aim

To learn how to identify the different types of fabric finishing.

V. Presentation

5. Fabric dyeing and finishing
   (a) dyeing
   (b) printing
   (c) bleaching
   (d) pre-shrinking
   (e) crease-resisting
   (f) sizing
   (g) napping
   (h) warping
   (i) water-proofinp
   (j) safety finishes (fire-proofing)

VI. Medial summary

What are the different types of finishes?

VII. Application

List each finish and explain their characteristics.

VIII. Final summary

Review finishes.

UNIT VI-B: PRODUCT AND SERVICE TECHNOLOGY
Lesson 14: Product technology - fabric finishing

A GUIDE TO STAIN REMOVAL FOR WASHABLE FABRICS*

Stain	Bleachable fabrics Removal procedure	Non-bleachable fabrics Removal procedure
Alcoholic beverages, wine, and perfune	Sponge stain promptly with cold water or soak in cold water for 30 minutes or longer. Rub detergent into any remaining stain while still wet. Launder in hot water using chlorine bleach.	Sponge stain promptly with cold water or soak in cold water for 30 minutes or longer. Sponge with vinegar. Rinse. If stain remains, rub detergent into stain. Rinse. Launder.
Blood	Soak in cold water 30 minutes or longer. Rub detergent into any remaining stain. Rinse. If stain persists, put a few drops of ammonia on the stain and repeat detergent treatment. Rinse, if stain still persists launder in hot water using cholorine bleach.	Same method, but if colorfastness is questionable, use hydrogen, peroxide instead of ammonia. Launder in warm water. Omit cholorine bleach.
Ketchup	Scape off excess with a dull knife. Soak in cold water 30 minutes. Rub detergent into stain while still wet and launder in hot water using chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Chewing gum, adhesive tape	Rub stained area with ice. Remove excess gummy matter carefully with a dull knife. Sponge with a safe cleaning fluid. Rinse and launder.	Same method.
Choclate and cocoa	Soak in cold water. Rub detergent into stain while still wet, then rinse thoroughly. Dry. If a grease stain remains, sponge with a fire-proof cleaning fluid. Rinse. Launder in hot water using chlorine bleach. If stain remains, repeat treatment with cleaning fluid.	Same method. Launder in warm water. Omit chlorine bleach.

Stain	Bleachable fabrics Removal procedure	Non-bleachable fabrics Removal procedure
Coffee, tea	Soak in cold water. Rub detergent into stain while still wet, then rinse and dry. If grease still remains from cream, sponge with fireproof cleaning fluid. Launder in hot water using chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Cosmetics (eye-shadow, lipstick, liquid makeup, mascara, powder, rouge)	Rub detergent into dampened stain until outline of stain is gone, then rinse well. Launder in hot water using chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Deodorants and anti-perspi-rants	Rub detergent into dampened stain. Launder in hot water using chlorine bleach. Antiperspirants that contain such substances as aluminum chloride are acidic and many change the color of some dyes. Color may or may not be restored by sponging with ammonia. Rinse thoroughly.	Rub detergent into dampened stain. Launder in warm water. Antiperspirants that contain such substances as aluminum chloride are acidic and may change the color of some dyes. Color may or may not be restored by sponging with ammonia. (If ammonia treatment is required, dilute with an equal amount of water for use on wool, mohair, or silk.) Rinse thoroughly.
Egg, meat juice and gravy	If dried, scrape off as much possible with a dull knife. Soak in cold water. Rub detergent into stain while still wet. Launder in hot water using chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Fruit juices	Soak in cold water. Launder in hot water using chlorine bleach.	Soak in cold water, if stain remains, rub detergent into stain while still wet. Launder in warm water.
Grass	Rub detergent into dampened stain. Launder in hot water using chlorine bleach. If stain remains, sponge with alcohol. Rinse thoroughly.	Same method. Launder in warm water. Omit chlorine bleach. If colorfastness is questionable or fabric is acetate, dilute alcohol with two parts water.

Stain	Bleachable fabrics Removal procedure	Non-bleachable fabrics Removal procedure
Grease and oil (car grease, butter, shortening oily medicines)	Rub detergent into dampened stain. Launder in hot water using chlorine bleach and plenty of detergent. If stain persists, sponge thoroughly with fireproof cleaning fluid. Rinse.	Rub detergent into dampened stain. Launder in warm water using plenty of detergent. If stain persists, sponge thoroughly with fireproof cleaning fluid. Rinse.
Ink (ball-point)	Sponge stain with rubbing alcohol, or spray with hair spray until wet-looking. Rub detergent into stained area. Launder, repeat if necessary.	Same method.
Ink from felt tip pen	Rub household cleaner such as 409 or Mr. Clean into stain. Rinse. Repeat as many times as necessary to remove stain. Launder. Some may be impossible to remove.	Same method.
Mayonnaise, salad dressing	Rub detergent into dampened stain. Rinse and let dry. If greasy stain remains, sponge with a fire-proof cleaning fluid. Rinse. Launder in hot water with chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Milk, cream, ice cream	Soak in cold water. Launder in hot water using chlorine bleach. If grease still remains, sponge with a fireproof cleaning fluid. Rinse.	Soak in cold water. Rub detergent into stain. Launder. If grease stain remains, sponge with fireproof cleaning fluid. Rinse.
Mustard	Rub detergent into dampened stain. Rinse. Soak in hot detergent water for several hours. If stain remains, launder in hot water using chlorine bleach.	Same method. Launder in warm water. Omit chlorine bleach.
Paint and varnish	Treat stains quickly before paint dries. If a solvent is recommended as a thinner, sponge it onto stain. Turpentine or trichloroetha can be used. While stain is still wet with solvent, work detergent into stain and soak in hot water. Then launder. Repeat procedure if stain remains after laundering. Stain may be impossible to remove.	Same method.

Stain	Bleachable fabrics Removal procedure	Non-bleachable fabrics Removal procedure
Perspiration	Rub detergent into dampened stain. Launder in hot water using chlorine bleach. If fabric has discolored, try to restore it by treating fresh stains with ammonia or old stains with vinegar. Rinse. Launder.	Same method. Launder in warm water. Omit chlorine bleach.
Ring around the collar	Apply liquid laundry detergent or a paste of granular detergent and water on the stain. Let it set for 30 minutes. A prewash product specially designed for this purpose may be used. Follow manufacturer's directions. Launder.	Same method.
Scorch	Launder in hot water using chlorine bleach or rust remover. Severe scorching cannot be removed, fabric has been damaged.	Cover stains with cloth dampened with hydrogen peroxide. Cover with a dry cloth and press with an iron as hot as is safe for fabric. Rinse thoroughly. Rub detergent into stained area while still wet. Launder. Repeat if necessary.
Shoe polish (wax)	Scrape off as much as possible with a dull knife. Rub detergent into dampened stain. Launder in hot water using chlorine bleach. If stain persists, sponge with rubbing alcohol. Rinse. Launder.	Scrape off as much as possible with a dull knife. Rub detergent into dampened stain. Launder in warm water. If stain persists, sponge with one part alcohol and two parts water. Rinse. Launder.
Soft drinks	Sponge stain immediately with cold water. Launder in hot water with chlorine bleach. Some drink stains are invisible after they dry, but turn yellow with aging or heating. This yellow stain may be impossible to remove.	Same method. Launder in warm water. Omit chlorine bleach.
Tar and asphalt	Act quickly before stain is dry. Pour trichloroethane through cloth. Repeat. Stain may be impossible to remove. Rinse and launder.	Same method.
Urine	Soak in cold water. Rub detergent into stain. Launder in hot water using chlorine bleach. If the	Same method. Launder in warm water. Omit chlorine bleach. If ammonia treatment is

Stain	Bleachable fabrics Removal procedure	Non-bleachable fabrics Removal procedure
Urine (cont.)	color of the fabric has been altered by stain, sponge with ammonia, rinse thoroughly. If stain persists, sponging with vinegar may help.	necessary, dilute ammonia with an equal part of water for use on wool, mohair, or silk.

Check color by this method

Mix one (1) tablespoon of bleach with ¼ cup water. Apply one drop of this solution to an inconspicuous portion of the item such as an inside seam. Make sure the solution penetrates the fabric and let stand for one minute. Then blot dry with a peper towel. If there is no color change, then the article can be safely bleached.

Bleachable fabrics:

White and colorfast cotton, linen, polyester, acrylic, triacetate, nylon, rayon, permanent press.

Non-bleachable fabrics:

Wool, silk, spandex, non-colorfast items, some flame retardant finishes (check labels).

* Source: The Maying Co.

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 15: Product technology - merchandise information (non-textiles - rubber)

I. Behavioral objective

To present merchandise information on rubber so that the student will be able to apply it to product knowledge.

II. Apperceptive base

What are the different types of fabric finishes?

III. Motivational approach

Where does rubber come from?

IV. Aim

To learn basic facts about rubber and utlize them in product knowledge.

V. Presentation

Merchandise information - non-textiles
1. Rubber
   (a) natural
   (b) synthetic
   (c) manufacturing process
   (d) rubber products
   (e) care
   (f) selling points

VI. Medial summary

What is the difference between natural and synthetic rubber?

VII. Application

List five rubber products and give selling points of each.

VIII. Final summary

What are the outstanding features and limitations of rubber?

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 16: Product technology - merchandise information (non-textiles - plastics)

I. Behavioral objective

To give the student merchandise information on plastics so that he/she will be able to apply it to product knowledge.

II. Apperceptive base

What are some of the selling points of rubber?

III. Motivational approach

What products in your local supermarket are packed in plastic?

IV. Aim

To learn basic facts about plastics and utilize them in product knowledge.

V. Presentation

2. Plastics
   (a) development
   (b) types
   (c) shaping process
   (d) finishing process
   (e) uses
   (f) products
   (g) care
   (h) selling points

VI. Medial summary

What are some of the types of plastics?

VII. Application

Student demonstration: So many toys today are made of plastic. Given a plastic toy the student will give a sales demonstration stressing the selling points of plastic.

VIII. Final summary

What are the selling points of plastic?
What are some products made of plastic?

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 17: Product technology - merchandise information (non-textiles - leather)

I. Behavioral objectives

To give the student merchandise information on leather so that he/she will be able to apply it to product knowledge.

II. Apperceptive base

What are some uses for plastics?
What are some types of plastics?

III. Motivational approach

What products are carried in a leather-goods store?

IV. Aim

To learn basic facts about leather and utilize them in product knowledge.

V. Presentation

3. Leather
   (a) animal sources
   (b) preparation
   (c) leather products
   (d) care
   (e) selling points

VI. Medial summary

What are some animal sources of leather?

VII. Application

Make a list of leather goods and give the characteristics of each.

VIII. Final summary

How would you care for the leather goods?

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 18: Product technology - merchandise information (non-textiles - gemstones)

I. Behavioral objective

To give the student sufficient merchandise information on gemstones so that he/she will be able to apply it to product knowledge.

II. Apperceptive base

What are some of the advantages of leather products?

III. Motivational approach

What would you look for in the purchase of an engagement ring and wedding band?

IV. Aim

To learn basic facts about gemstones and utilize them in product knowledge.

V. Presentation

4. Gemstones
   (a) types (include metallic)
   (b) stone families
   (c) preparation
   (d) products
   (e) care
   (f) selling points

VI. Medial summary

Name the stone families.
Give some selling points.

VII. Application

Have students explain the difference between costume and fine jewelry.

VIII. Final summary

Explain the care of jewelry.

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 19: Product technology - merchandise information (non-textiles - ceramics)

I. Behavioral objective

To give the student merchandise information on ceramics so that he/she will be able to apply it to product knowledge.

II. Apperceptive base

What are the selling points of jewelry?

III. Motivational approach

What is open stock in relationship with china and earthenware?

IV. Aim

To learn basic facts about ceramics and utilize them in product knowledge.

V. Presentation

5. Ceramics
   (a) types
   (b) preparation
   (c) products
   (d) care
   (e) selling points

VI. Medial summary

What products are related to ceramics?

VII. Application

Have students differentiate between china and earthenware.

VIII. Final summary

Explain the types of ceramic products and give the preparation of each.

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 20: Product technology - merchandise information (non-textiles - glass)

I. Behavioral objective

To explore merchandise information on glassware so that the student will be able to apply it to product knowledge.

II. Apperceptive base

What are some selling points of ceramics?

III. Motivational approach

What role does glass play in your daily life?

IV. Aim

To learn basic facts about glassware and utilize them in product knowledge.

V. Presentation

6. Glass
   (a) uses
   (b) types
   (c) preparation
   (d) decorating
   (e) classification - products
   (f) care
   (g) selling points

VI. Medial summary

What are some uses for glass? How is glass made?

VII. Application

What are some industries that base their livelihood on glass?

VIII. Final summary

List the selling features of glass.

UNIT VI-C: PRODUCT AND SERVICE TECHNOLOGY
Lesson 21: Product technology - merchandise information (non-textiles - wood)

I. Behavioral objective

To present sufficient merchandise information on wood to enable the student to apply it to product knowledge.

II. Apperceptive base

Explain the care of glassware.

III. Motivational approach

How would the characteristics of different types of woods relate to the periods of furniture?

IV. Aim

To learn basic facts about wood and utilize them in product knowledge.

V. Presentation

7. Wood
   (a) types
   (b) preparation - manufacturing
   (c) joining, decorating and finishes
   (d) upholstery
   (e) products
   (f) care
   (g) selling points

VI. Medial summary

Name some types of wood and products associated with them.

VII. Application

List period, classifications of furniture, and show examples of each.

VIII. Final summary

List the care required for wood products.

UNIT VI, A-F: PRODUCT AND SERVICE TECHNOLOGY
Lesson 22: Service technology - knowledge of service rendered

I. Behavioral objective

To give a general overview of factors affecting service technology so that students will be able to apply them to the varied competencies.

II. Apperceptive base

What are the seven competencies?

III. Motivational approach

What is the value of being able to apply a competency to job performance?

IV. Aim

To develop a general outline which may be applied to the seven competency areas.

V. Presentation

Service technology
Knowledge of service rendered
1. Prices
2. Stock on hand
3. Usage
4. Complementary merchandise
5. Manufacturers / distributors

Promptness
1. Greeting
2. Delivery

Courtesy
Cleanliness and neatness
Attitude (helpful)
Security

VI. Medial summary

What are some factors that should be considered in service technology?

VII. Application

Select ten products and list the competency areas associated with them.

VIII. Final summary

Review the steps in the development of service technology as it applies to the seven competencies.

VII. CAREER AREAS

A. Apparel and accessories

1. Women's wear

(a) types
(b) fitting
(c) color, line and design
(d) coordinates

2. Men's wear

(a) sizes
(b) styles
(c) alterations
(d) coordination

3. Infants' and children's wear

(a) sizes
(b) fit
(c) design

4. Shoes

(a) material
(b) construction
(c) style
(d) fit
(e) Care

5. Accessories

(a) gloves
(b) hats
(c) handbag
(d) umbrella
(e) belts
(f) luggage

B. General merchandise

1. Cosmetics

(a) classification
(b) skin-care products
(c) selecting foundation and powder colors
(d) lip coloring
(e) eye shadow
(f) nail polish
(g) perfume
(h) hair products
(i) beauty appliances

2. Stationary, books, and records

(a) paper
(b) holiday and occasions for gift wrap
(c) school and office supplies
(d) books
(e) magazines and newspapers
(f) recordings

3. Sporting goods

(a) camping equipment
(b) fishing and hunting equipment
(c) sports equipment

4. Domestics

(a) towels
(b) table covering
(c) bedding
(d) curtains
(e) draperies
(f) upholstery and slipcovers

5. Furs

(a) dressing and dyeing
(b) construction
(c) classifications
(d) care
(e) selling

C. Food Service

1. Menu

(a) types
(b) terminology
(c) structure
    (1) appetizers
    (2) entrees
    (3) vegetables (side dishes)
    (4) salads
    (5) breads
    (6) desserts
    (7) beverages

2. Food preparation

(a) methods of cooking

    (1) vegetable cookery
    (2) meat cookery
    (3) egg cookery

(b) knife usage
(c) spoon and ladle usage
(d) frying-pan usage
(e) power equipment
(f) stoves, grills and ovens
(g) garnishing foods
(h) using leftovers
(i) color-combining foods

3. Customer service

(a) table setting
(b) cover arrangements
(c) serving the customer
(d) equipment in customer-service area
(e) equipment in front of the house

D. Food marketing

1. Grocery

(a) selection
(b) merchandising
(c) new product instructions
(d) housekeeping
(e) buying patterns

2. Meat department

(a) staff needs
(b) merchandise selection
(c) frozen meats
(d) poultry
(e) sea-food
(f) methods of cooking
(g) inspection and grading
(h) merchandising

(1) packaging
(2) pricing
(3) storage

3. Produce department

(a) merchandise selection
(b) staff needs
(c) merchandising
(d) color contrast
(e) tie-in promotions
(f) fruit baskets
(g) housekeeping

4. Dairy and frozen foods

   (a) merchandise selection
   (b) staff needs
   (c) merchandising
   (d) ethnic product-mix
   (e) take-out foods

6. Front-end operation

   (a) staff needs
   (b) checking skills
   (c) coupons
   (d) change
   (e) backing
   (f) courtesy

7. Front-end crime prevention

E. Petroleum marketing

1. Staff needs
2. Housekeeping
3. Safety
4. Merchandising
5. Product knowledge

   (a) battery
   (b) spark plugs
   (c) tire
   (d) oil
   (e) fan belts
   (f) filters
   (g) lighting
   (h) anti-freeze
   (i) hoses

6. Customer services

F. Advertising services

1. Staff needs
2. Which medium fits best?
3. Institutional advertising
4. Promotional advertising
5. Legal implications for advertising services
6. Skills required in print advertising
7. Skills required in broadcast advertising
8. Skills required in direct-mail advertising
9. Skills required in outdoor advertising

G. Finance and credit

1. Overview
2. Types of credit
3. Credit institutions
4. Investments
5. Credit terminology
6. Credit equipment

UNIT VII-A: CAREER AREAS
Lesson 1: Apparel and accessories - women's wear

I. Behavioral objective

To give comprehensive information on women's wear so that the student will be able to apply the knowledge to women's wear products.

II. Apperceptive base

Why is it important to coordinate women's clothes?

III. Motivational approach

Why is it important to sell a wardrobe rather than a single item?

IV. Aim

To develop a working knowledge of women's wear.

V. Presentation

Apparel and accessories
1. Women's wear
   (a) types
   (b) fitting
   (c) color line and design
   (d) coordinates

VI. Medial summary

What are some types of women's wear?

VII. Application

Develop a coordinated outfit. Include the following items: coat, hat, dress, skirt, pants, blouse, jacket, jewelry, hosiery, underwear, shoes, purse. (You need not include all items.)

VIII. Final summary

What factors should be considered for the total look?

UNIT VII-A: CAREER AREAS
Lesson 2: Apparel and accessories - men's wear

I. Behavioral objective

To give information on men's wear so that the student will be able to apply it to product knowledge.

II. Apperceptive base

What effects do color, line and design have on women's wear?

III. Motivational approach

Why have merchandise managers been increasing the selling-floor space of men's wear?

IV. Aim

To develop a working knowledge of men's wear.

V. Presentation

2. Men's wear
   (a) sizes
   (b) styles
   (c) alternatives
   (d) coordination

VI. Medial summary

What are some types of men's wear?

VII. Application

Develop a man's mix-and-match wardrobe for a trip to the Bahamas.

VIII. Final summary

What factors should be considered in a man's wear coordinate?

UNIT VII-A: CAREER AREAS
Lesson 3: Apparel and accessories - infants' and children's wear

I. Behavioral objective

To give an overview of information on infants' and children's wear so that the student will be able to apply it to product knowledge.

II. Apperceptive base

What part do alterations play in men's wear?

III. Motivational approach

Why is selling to children a challenge?

IV. Aim

To develop a working knowledge of infants' and children's wear.

V. Presentation

3. Infants' and children's wear
   (a) sizes
   (b) fit
   (c) design

VI. Medial summary

What are the basic types of children's clothes?

VII. Application

Differentiate between infant, toddler, pre-school, or school-age child. Give examples of clothes for each.

VIII. Final summary

What effect does design have on children's clothes?

UNIT VII-A: CAREER AREAS
Lesson 4: Apparel and accessories - shoes

I. Behavioral objective

To give comprehensive information on shoes so that students will be able to apply it to product knowledge.

II. Apperceptive base

What are the sizes of infants' and children's wear?

III. Motivational approach

What procedure should you use to measure a person's foot?

IV. Aim

To develop a working knowledge of shoes.

V. Presentation

4. Shoes
   (a) material
   (b) construction
   (c) style
   (d) fit
   (e) care

VI. Medial summary

What steps should you follow in the care of shoes?

VII. Application

List five points a salesperson should cover to ensure a proper fit.

VIII. Final summary

What are some common styles of shoes.

UNIT VII-A: CAREER AREAS
Lesson 5: Apparel and accessories - gloves

I. Behavioral objective

To present comprehensive information on accessories so that students will be able to apply it to product knowledge.

II. Apperceptive base

Give students a handout and have them identify the parts of a shoe.

III. Motivational approach

Name the different kinds of gloves (baseball glove, mitten, etc...).

IV. Aim

To develop a working knowledge of gloves.

V. Presentation

5. Accessories
   (a) gloves
      (1) parts
      (2) construction
      (3) style
      (4) sizes
      (5) care
      (6) color, line and design

VI. Medial summary

What is the proper method of washing gloves, puttin on, and removing gloves?

VII. Application

Students will demonstrate how to put on and take off gloves.

VIII. Final summary

Describe three popular glove styles.

UNIT VII-A: CAREER AREAS
Lesson 6: Apparel and accessories - hats

I. Behavioral objective

Given information on hats, students will be able to apply it to product knowledge.

II. Apperceptive base

Give students a handout on gloves, have them identify the parts.

III. Motivational approach

Why aren't hats as popular today as they were in the past?

IV. Aim

To develop a working knowledge of gloves.

V. Presentation

(b) hats
(1) construction
(2) styles
(3) sizes
(4) care
(5) color, line and design

VI. Medial summary

What are the styles of hats? Which ones are popular now?

VII. Application

Suggest some ways that may increase the popularity of wearing hats.

VIII. Final summary

How can we apply the principles of color, line and design to the wearing of hats?

UNIT VII-A: CAREER AREAS
Lesson 7: Apparel and accessories - handbags

I. Behavioral objective

To present information on handbags which will ehable students to apply it to product knowledge.

II. Apperceptive base

Give students a handout on hats, identifying the different types.

III. Motivational approach

Why has plastic become so popular for an outer covering for handbags?

IV. Aim

To develop a working knowledge of handbags.

V. Presentation

(c) handbags
(1) parts
(2) style
(3) care
(4) color, line and design

VI. Medial summary

What are the types of handbags?

VII. Application

Give students the handout on handbags identification.

VIII. Final summary

Describe the care of handbags.

UNIT VII-A: CAREER AREAS
Lesson 8: Apparel and accessories - umbrellas

I. Behavioral objective

Given information on umbrellas, students will be able to apply it to product knowledge.

II. Apperceptive base

Identify the various styles of handbags.

III. Motivational approach

Why is it important to know the different styles of umbrellas?

IV. Aim

To develop a working knowledge of umbrellas.

V. Presentation

(d) umbrellas
(1) parts
(2) styles
(3) care
(4) color, line and design

VI. Medial summary

What are the parts of the umbrella?

VII. Application

List four styles of umbrellas and associate the type of person you might sell that umbrella to.

VIII. Final summary

What are the different styles of umbrellas?

UNIT VII-A: CAREER AREAS
Lesson 9: Apparel and accessories - belts

I. Behavioral objective

Given information on belts, the student will be able to apply it to product knowledge.

II. Apperceptive base

How would you care for an umbrella?

III. Motivational approach

Is the purpose of a belt supportive or decorative?

IV. Aim

To develop a working knowledge of belts.

V. Presentation

(e) belts
(1) styles
(2) sizes
(3) care
(4) color, line and design

VI. Medial summary

What are the styles of belts?

VII. Application

Have students wearing belts in class describe the type, style and care of belts.

VIII. Final summary

How do color, line and design relate to belts?

UNIT VII-A: CAREER AREAS
Lesson 10: Apparel and accessories - luggage

I. Behavioral objective

To give comprehensive information on luggage so that students will be able to apply it to product knowledge.

II. Apperceptive base

What care should be taken to keep a belt's shape and appearance?

III. Motivational approach

What do you look for in the purchase of luggage?

IV. Aim

To develop a working knowledge of luggage.

V. Presentation

(f) luggage
(1) construction
(2) types
(3) care

VI. Medial summary

Describe the types of luggage.

VII. Application

Take a European vacation. What type of luggage would you bring and describe how would you use each piece.

VIII. Final summary

What are the selling features of good luggage?

UNIT VII-B: CAREER AREAS
Lesson 11: General merchandise - cosmetics

I. Behavioral objective

To give overview information on cosmetics so that the student will be able to apply it to product knowledge.

II. Apperceptive base

How would you care for pieces of luggage?

III. Motivational approach

How does the Pure Food, Drugs and Cosmetics Act affect the cosmetic industry?

IV. Aim

To develop a working knowledge of cosmetics.

V. Presentation

General merchandise
1. Cosmetics
   (a) classification
   (b) skin-care products
   (c) selecting foundation and powder colors.
   (d) lip coloring
   (e) eye shadow
   (f) nail polish
   (g) perfume
   (h) hair products
   (i) beauty appliances

VI. Medial summary

List the types of cosmetics and give a description of each.

VII. Application

Select five newspaper ads and five TV commercials pertinent to cosmetics. Analyze each.

VIII. Final summary

What cosmetic products do you use? Why?

UNIT VII-B: CAREER AREAS
Lesson 12: General merchandise - stationary, books, and records

I. Behavioral objective

To give sufficient information on stationary, books and records to enable the student to have a working product knowledge.

II. Apperceptive base

Review cosmetic advertisements from previous day.

III. Motivational approach

Where, in the store, would you find the stationary, book, and records department? Why?

IV. Aim

To develop a working knwoledge of stationary, books, and records.

V. Presentation

2. Stationary, books, and records
   (a) paper
   (b) holiday and occasions for gift wrap
   (c) school and office supplies
   (d) books
   (e) magazines and newspapers
   (f) recordings

VI. Medial summary

What types of merchandise are found in the stationary department?

VII. Application

Make a list of holidays throughout the year. What gift-wrap would you recommend for each?

VIII. Final summary

What are some selling points for items sold in the stationary department?

UNIT VII-B: CAREER AREAS
Lesson 13: General merchandise - sporting goods

I. Behavioral objective

To give a digest of information on sporting goods so that students will be able to apply it to product knowledge.

II. Apperceptive base

What are the various kinds of office and school supplies carried in the stationary departments?

III. Motivational approach

What is your favorite sport?

IV. Aim

To develop a working knowledge of sporting goods.

V. Presentation

3. Sporting goods
   (a) camping equipment
   (b) fishing and hunting equipment
   (c) sports equipment

VI. Medial summary

What departments would you find in a sporting goods store?

VII. Application

Name as many sports as you can think of and list one product associated with each.

VIII. Final summary

What are the selling features of a sleeping bag?

UNIT VII-B: CAREER AREAS
Lesson 14: General merchandise - domestics

I. Behavioral objective

To give overview information on domestics so that the student will be able to apply it to product knowledge.

II. Apperceptive base

What suggestion selling items can be related to the person who is a beginning camper?

III. Motivational approach

What merchandise is found in the domestic department?

IV. Aim

To develop a knowledge of domestics.

V. Presentation

4. Domestics
   (a) towels
   (b) table coverings
   (c) bedding
   (d) curtains
   (e) draperies
   (f) upholstery and slip covers

VI. Medial summary

What items are carried in a domestic department?

VII. Application

Give five items found in the domestic department and a selling feature of each.

VIII. Final summary

What factors should be considered in setting up a domestics department?

UNIT VII-B: CAREER AREAS
Lesson 15: General merchandise - furs

I. Behavioral objective

To give comprehensive information on furs so that the student will be able to apply it to product knowledge.

II. Apperceptive base

Why is the fur industry important?

III. Motivational approach

How do you feel about the naturalist's/conservationist's theory that animals should not be destroyed for furs (extinction of certain species).

IV. Aim

To develop a working knowledge of furs.

V. Presentation

5. Furs
   (a) dressing
   (b) dyeing
   (c) construction
   (d) classifications
   (e) care
   (f) selling

VI. Medial summary

Explain the constryction of a fur coat.

VII. Application

What are the different reasons for the purchase of furs? What steps should we take in the proper care of furs?

VIII. Final summary

What are some important factors to consider in selling furs?

UNIT VII-C: CAREER AREAS
Lesson 15: Food service

I. Behavioral objective

Given the outline for food service the student will be able to develop competency-based information.

II. Apperceptive base

What are the general and specific competencies related to food service?

III. Motivational approach

How many times do you go to a restaurant and look at the menu and find you don't know what is being offered?

IV. Aim

To learn all about food services as they relate to general and specific competencies.

V. Presentation

Food services
1. Menu
   (a) types
   (b) terminology
   (c) structure
      (1) appetizers
      (2) entries
      (3) vegetables (side dishes)
      (4) salads
      (5) breads
      (6) desserts
      (7) beverages
2. Food preparation
   (a) methods of cooking
      (1) vegetable cookery
      (2) meat cookery
      (3) egg cookery
   (b) knife usage
   (c) spoon and ladle usage
   (d) frying-pan usage
   (e) power equipment
   (f) stoves, grills and ovens
   (g) garnishing foods
   (h) using leftovers
   (i) color-combining foods
3. Customer service
   (a) table setting

(b) cover arrangements
(c) serving the customer
(d) equipment in customer-service area
(e) equipment in front of the house

VI. Medial summary

What are the general and specific competencies related to food services?

VII. Application

Reproduce the basic outline and pass it out to students whose job or career is related to food services.

Students should utilize the basic outline to develop knowledge and competencies as related to their career interests.

VIII. Final summary

Have the students check off general and specific competencies that they feel they have attained.

UNIT VII-D: CAREER AREAS
Lesson 17: Food marketing

I. Behavioral objective

Given the outline for food marketing, the student will be able to develop competency-based information.

II. Apperceptive base

What are three general and three specific competencies related to food marketing?

III. Motivational approach

How would you know where to find a bottle of milk in a supermarket?

IV. Aim

To learn all about Food marketing as it relates to general and specific competencies.

V. Presentation

Food marketing
1. Grocery
   (a) selection
   (b) merchandising
   (c) new product introduction
   (d) housekeeping
   (e) buying patterns
2. Meat department
   (a) staff needs
   (b) merchandise selection
   (c) frozen meat
   (d) poultry
   (e) sea-food
   (f) methods of cooking
   (g) inspection and grading
   (h) merchandising
      (1) packaging
      (2) pricing
      (3) storage
3. Produce department
   (a) merchandise selection
   (b) staff needs
   (c) merchandising
   (d) color contrast
   (e) tie-in promotions
   (f) fruit baskets
   (g) housekeeping

4. Dairy and frozen foods
   (a) merchandise selection
   (b) staff needs
   (c) merchandising
   (d) special interest sections
   (e) tie-in promotions
5. Bakery and delicatessen
   (a) merchandise selection
   (b) staff needs
   (c) merchandising
   (d) ethnic product-mix
6. Front-end operation
   (a) staff needs
   (b) checking skills
   (c) coupons
   (d) change
   (e) backing
   (f) courtesy
7. Front-end crime prevention

VI. Medial summary

What are the general and specific competencies related to food marketing?

VII. Application

Reproduce the basic outline and pass it out to students whose job or career is related to food marketing.

Students should utilize basic outline to develop knowledge and competencies as related to their career interest.

VIII. Final summary

Have students check off general and specific competencies that they feel they have attained.

UNIT VII-E: CAREER AREAS
Lesson 18: Petroleum marketing

I. Behavioral objective

Given the outline for petroleum marketing the student will be able to develop competency-based information.

II. Apperceptive base

What are the general and specific competencies related to petroleum marketing?

III. Motivational approach

Question: How many people own a car or would like to own a car?
Question: If you had a car, wouldn't you like to keep it nice?
Question: Would you like to save money by knowing how to fix some of the problems that come up with a car?
Question: What do you know about a car?

IV. Aim

To learn all about petroleum marketing as it relates to general and specific competencies.

V. Presentation

Petroleum marketing
1. Staff needs
2. Housekeeping
3. Safety
4. Merchandising
5. Product knowledge
   (a) battery
   (b) spark plugs
   (c) tire
   (d) oil
   (e) fan belts
   (f) filters
   (g) lighting
   (h) anti-freeze
   (i) bases
6. Customer services

VI. Medial summary

What are the general and specific competencies related to petroleum marketing?

VII. Application

Reproduce the basic outline and pass it out to students whose job or career is related to petroleum marketing. Students should utilize the basic outline to develop knowledge and competencies as related to their career interest.

VIII. Final summary

Have the students check off general and specific competencies that they feel they have attained.

UNIT VII-F: CAREER AREAS
Lesson 19: Advertising services

I. Behavioral objective

Given the outline for advertising services, the student will be able to develop competency-based information.

II. Apperceptive base

What are three general and three specific competencies related to advertising services?

III. Motivational approach

What are some of the mediums that use advertising?

IV. Aim

To learn all about advertising services as they relate to general and specific competencies.

V. Presentation

Advertising services
1. Staff needs
2. When media fits best?
3. Institutional advertising
4. Promotional advertising
5. Legal implications for advertising services
6. Skills required in print advertising
7. Skills required in broadcast advertising
8. Skills required in direct-mail advertising
9. Skills required in outdoor advertising

VI. Medial summary

What are the general and specific competencies related to advertising services?

VII. Application

Reproduce the basic outline and pass it out to students whose job or career is related to advertising and services. Students should utilize basic outline to develop knowledge and competencies as related to their career interest.

VIII. Final summary

Have students check off general and specific competencies that they feel they have attained.

UNIT VII-G: CAREER AREAS
Lesson 20: Finance and credit

I. Behavioral objective

Given the outline for finance and credit, the student will be able to develop competency-based information.

II. Apperceptive base

What are the general and specific competencies (three of each) related to finance and credit?

III. Motivational approach

IV. Aim

To learn all about finance and credit as it relates to general and specific competencies.

V. Presentation

Finance and Credit
1. Overview
2. Types of credit
3. Credit institutions
4. Investments
5. Credit terminology
6. Credit equipment

VI. Medial summary

What are the general and specific competencies related to finance and credit?

VII. Application

Reproduce the basic outline and pass it out to students whose job or career is related to advertising and services.

Students should utilize basic outline to develop knowledge and competencies as related to their career interests.

VIII. Final summary

Have students check off general and specific competencies that they feel they have attained.

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Phoenix Films, Inc.
470 Park Ave., South
New York, N.Y. 10016

"Store Finance and Control"
Fairchild Visuals
7 East 12th St.
New York, N.Y. 10003

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25 slides - audio cassettes
Fairchild visuals
7 East 12th St.
New York, N.Y. 10003

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Books

Antum, William. Advertising. Second edition. Gregg Division. McGraw Hill Book Co. New York, N.Y. 1970

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Samson, Harland E. Advertising: Planning and Techniques. South Western Publishing Company. Cincinnati, OH.

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"Social, Psychological (mis)Representations in Television Advertising" Terence A. Shrimp. The Journal of Consumer Affairs. 13:28-40 Summer, 1979

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"Advertising Information: Persuasion or Deception"
13 min. / color - film
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Buy Buy" - 20 min. / color - film
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Buy Line (Advertising)"
13 min. / color - film
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Introduction to Promotion"
DE Materials lab.
1885 Townshend Hall
Columbus, OH 43210
18 slides - $5.00

"Magazine Ads" - 18 slides
DE Materials lab
1885 Neil Ave.
115 Townshend Hall
Columbus, OH 43210

"New Trends in Advertising, Promotion and Display"
35 slides - audio cassettes $90
Fairchild Visuals
7 East 12th St.
New York, N.Y. 10003

"Transparencies for Advertising and the Psychology of Buying
Volume I: Consumer Behavior 86105-6
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Schewing, Carpentier and Walsh. Gregg Division
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New Yor, N.Y. 1973

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Limit: three copies
The U.S. Trademark Association
6 East 45th St.
New York, N.Y. 10017

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Books

Carty, Richard. Visual Merchandising: Principles and Practices. Milady Publishing Corp. Bronx, N.Y. 1978

Iuda, George E. and Edwin L. Nelson. The Display Specialist. Gregg Division, McGraw Hill Book Co. New York, N.Y. 1976

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Visual aids

"Display Roundup" - 75 slides
Fairchild Publications, Inc.
7 East 12th St.
New York, N.Y. 10003

"You Be the Judge: Display" - 35 slides
Jimmy and Koeninger
1885 Neil Av.
115 Townshend Hall
Columbus, OH 43210

"How to Teach Visual Merchandising" Hecht Joseph and Senen
Package Series
Color Line and Design, Using Paper for Display, Using Materials for Display, Using Merchandise Itself for Display, Using Props for Display.
Fairchild Visual
7 East 12th St.
New York, N.Y. 10003

"Color Magic With Paint" - brochure
Color do's and don'ts - single copies
National Print And Coating Association
Communications Division
1500 Rhode Island Avenue N.W.
Washington, D.C. 20005

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Books

Dilhl, Harold, S. Health and Safety for You. McGraw Hill Book Co. New York, N.Y. 1969

Ferry, Ted S. and Wlaner, D.A. Directions in Safety: a Selection of Safety Readings. Thomas Press. Arbor, MI. 1976

Florio, A.E. and Alles. Safety Education. McGraw Hill Book Co. New York, N.Y. 1979

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"Ten Seconds for Safety"
N.J. Bell
(201) 649-3674

"You and Office Safety"
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"You and What You Do"
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"Accidents Made Easy"
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"Office Safety" - 12 min.
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

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Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

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Books

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National Archives and Records Service
General Services Administration
Washington, D.C. 20409

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National Audio Visual Center
National Archives and Records Service
General Services Administration
Washington, D.C. 20409

"Get that Job: Handling the Interview" 10 min. 1975
Syracuse University - Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

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Syracuse University - Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"The Aprentice" - 1978 16 mm. 20 min. / color
(Training system)
R.H.R. Filmedia, Inc.
1212 6th Avenue, 9th floor
New York, N.Y. 10036

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36 slides audio cassette
Fairchild Visuals VIII2c
7 East 12th St.
New York, N.Y. 10003

"Dialogue on Retailing" - 30 min. rental
Association Films, Inc.
600 Grand Avenue
Ridgefield, N.J. 07657

"Profitable Merchandising Techniques"
Fairchild visuals
7 East 12th St.
New York, N.Y. 10003

"Store Merchandising" 25 slides - audio cassette
Fairchild Visuals VIII 2D
7 East 12th St.
New York, N.Y. 10003

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Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"Communicating Effectively" - Film. 21 min.
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Communication Fundamentals: 5 Basic Skills" - Film 15 min.
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Communications in Marketing" - Transparencies (86471-3)
Eberhard Schewing and Aly Maasarani
Gregg Division, McGraw Hill Book Co.
1976

"Communication: the Nonverbal Agenda" Film 30 min.
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"The Language of Letters"
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"The Power of Listening" - Film. 26 min.
CRM Films / McGraw Hill Films
110 15th St.
Del Mar, Calif. 92014

"The Trouble with Words" - Film 14½ min
Association Films, Inc.
600 Grand Avenue
Ridgefield, N.J. 07657

"Coping with Change (P656) - 16 mm. 28 min. / color
Association Films, Inc.
600 Grand Avenue
Ridgefield, N.J. 07657

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Books

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"A Team-Competitive Approach to Teaching Merchandising Mathematics" William A. Stull. Balance Sheet. 58:255-256. March, 1977

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"Measurement and Man 16 min.
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"The Metric system" - 13 min. $11
McGraw Hill Films
1221 Avenue of the Americas
New York, N.Y. 10020

"Why Metric" - 15 min. Color film
Association Films, Inc.
600 Grand Avenue
Ridgefield, N.J. 07657

"Mathematics in Marketing" - Transparencies (86472-1)
Eberhard Schewing and Aly Maasarani
Gregg Division, McGraw Hill Book Co.
1976

EMPHASIS

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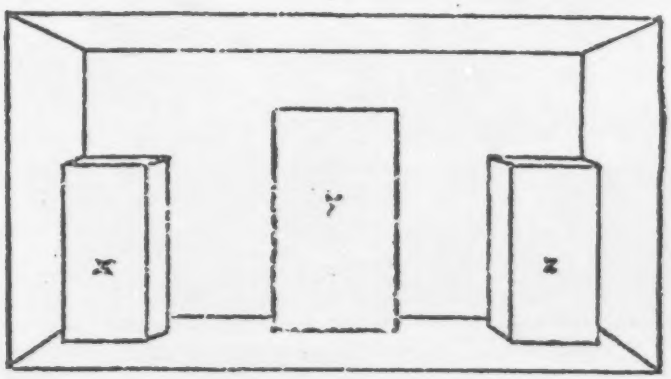

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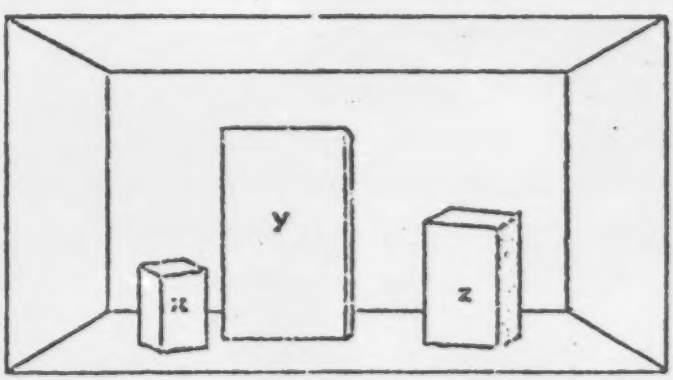

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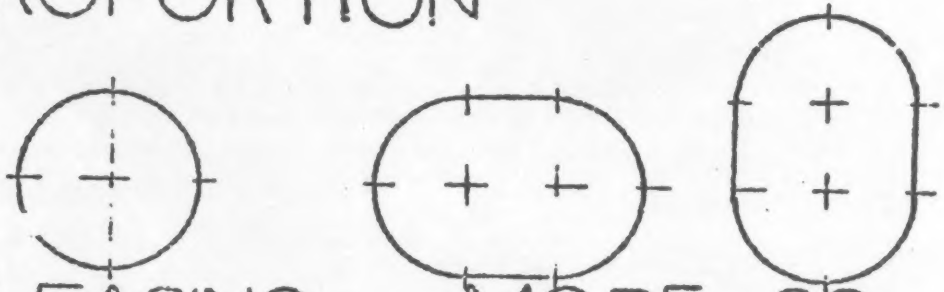

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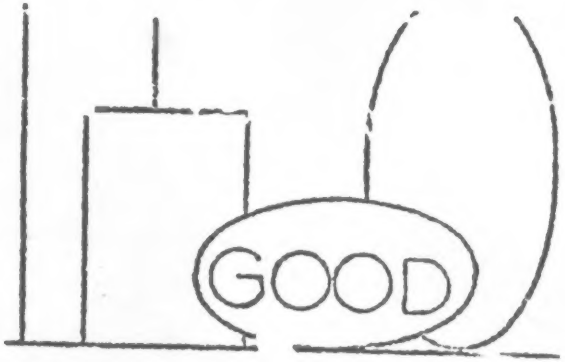

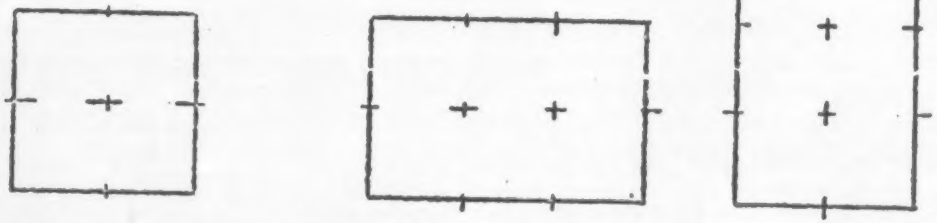

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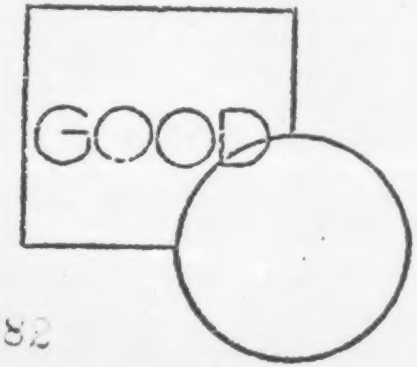
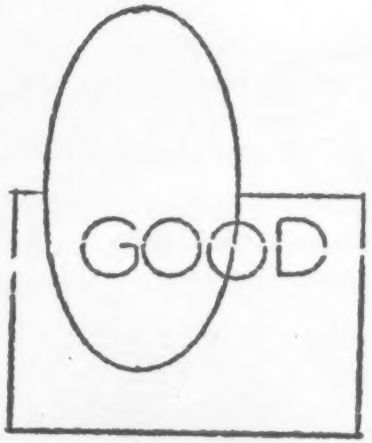
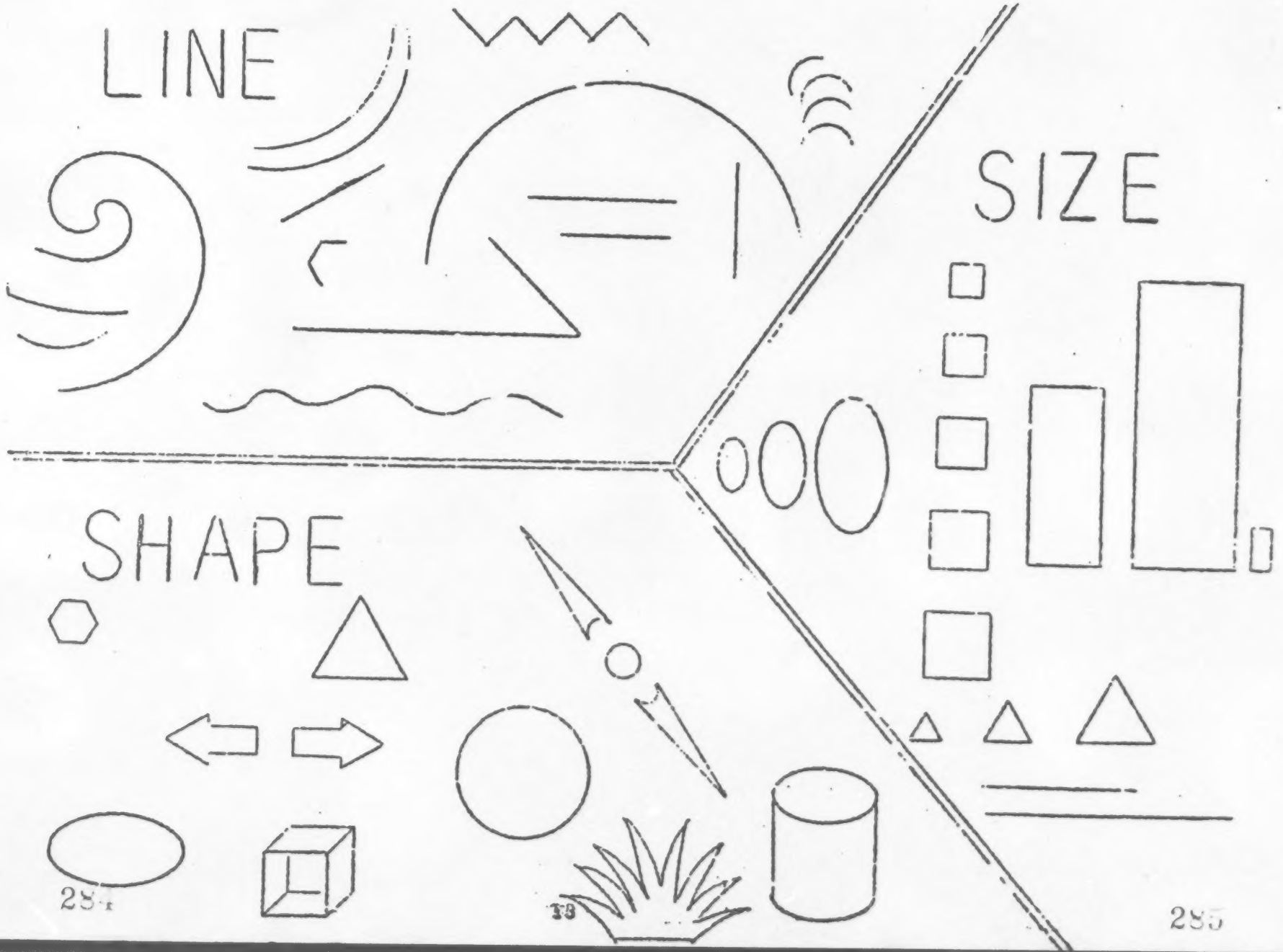
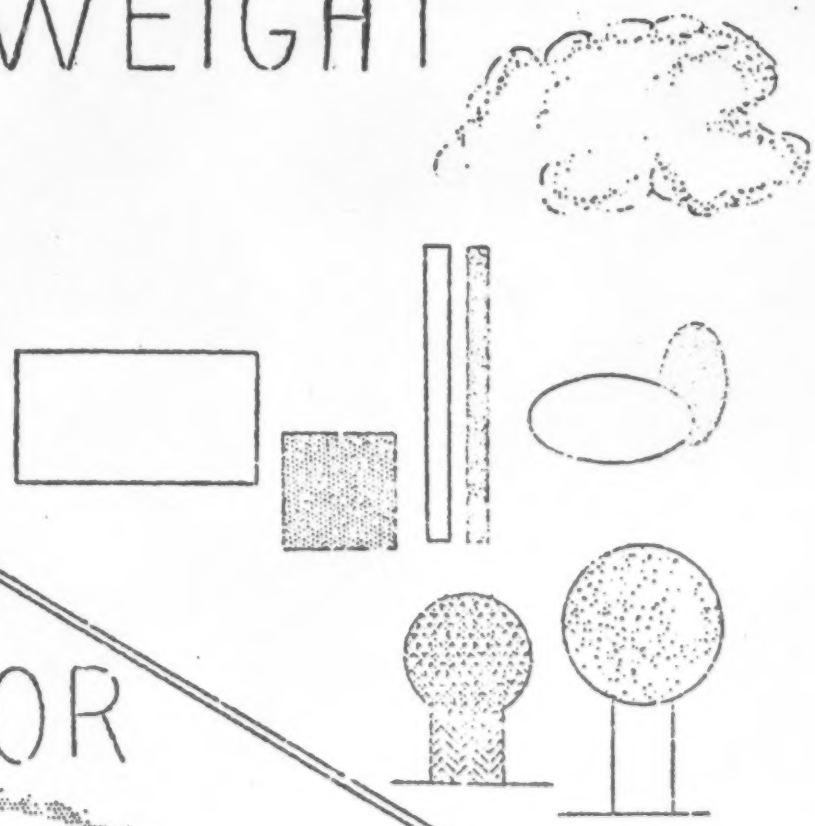




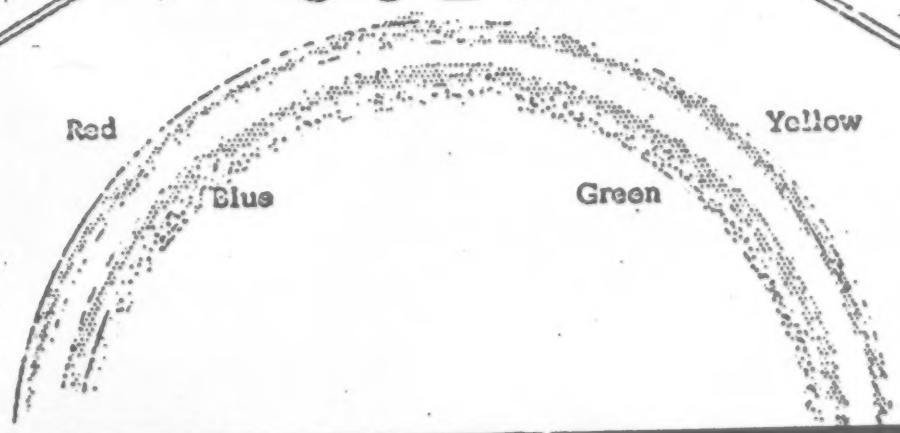

LINE
SIZE
SHAPE

TEXTURE

WEIGHT



COLOR



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Books

Holt, J.M. Fabrics and Clothing. Textile Book Service. Plainfield, N.J.

Levy, Leon et al. Essentials of Merchandise Information: Nontextiles. Learon - Pitman Publishing, Inc. Belmot, CA 1968

Vorndran, Barbara Sethney and Carolyn Litchfield. General Merchandise Retailing. Gregg Division, McGraw Hill Book Co. New York, N.Y. 1979

Wingate, Isabel. Textile Fabrics and Their Selection. 7th edition. Prentice Hall, Inc. Englewood Cliffs, 1976

Wingate, Isabel; Karen R. Gillespie and Betty G. Addison. Know Your Merchandise for Retailers and Consumers. 4th edition. Gregg Division, McGraw Hill Book Co. New York, N.Y. 1975

Articles

"Craft Yarns" Maryann Ondorcsik Stores pp. 39-43. June, 1980

"Fashion Fabrics" Good Housekeeping; 189:64. October, 1979

"How to Displace a Silkworm: Production of Cellulose Acetate Fiber" C. Dreyfus and Dreyfus. Sci. Quest. 52:17-20. November, 1979

"Sales Should Keep up with Leather Price Increases: Chain Store Age. pp. 61-63. May 1979

"Women update old styles with new accessories" Chain Store Age. pp. 58-60. May, 1979

Visual aids

"Care of Textiles"
Fairchild Visuals
7 East 12th St.
New York, N.Y. 10003

"Clothing Communications"
J.C. Penney
260 Rt. 46 and 23
West Belt Mall
Wayne, N.J.

"Cloth: Fiber to Fabric" - 15 min. / color $10.00
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Fire Fabrics and You"
J.C. Penney Co.
260 Rt. 46 and 23
West Belt Mall
Wayne, N.J.

"Intro to Textiles" - 32 slides $100 - 18 swatches
Fairchild Visuals
7 East 12th St.
New York, N.Y. 10003

"Manufacturing" - 10 min. Rental
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"Permanent Care Labels"
J.C. Penney Co.
260 Rt. 46 and 23
West Belt Mall, Wayne, N.J.

Textiles

"101 Does its Bit" (4749)
16 mm. 28 min. / color
(Textiles as an art, science, industry)
Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11042

"From Fiber to Fabric, Wool's A Natural"
1978 - 16 mm. 13 min.
West Glenn Films
565 Fifth Ave.
New York, N.Y. 10017

"What is Silk" - Leaflet
International Silk Association
299 Madison Avenue
New York, N.Y. 10017

"Textile from Start to Finish" - Leaflet
Limit: 10 copies
Westpoint Pepperell - Public Relations
Attn: Joy Story
Box 71
West Point, GA 31833

"An Idea: Non wovens... an industry"
16 mm. 15 min. / color
Pellon Corporation
119 West 40th
New York, N.Y. 10018

"Textiles in the Making" (G-316)
16 mm. 14½ min. / color
American Textile Manufacturers' Institute
c/o Association Films, Inc.
866 Third Ave.
New York, N.Y. 10022

Non-textiles

"Leather Knowledge" - pamphlet
Tandy Leather Company
Regional Office
3006 North Main
Rockford, Ill. 61103

"Glass, the Miracle Worker" - booklet
Reasonable requests will be met
Libbey - Owens Ford Company
811 Madison Avenue
Toledo, Ohion 43695

"American Glassware... Helping You Make It Happen!"
Brochure Limit: 15 copies
American Glassware Association
Glassware Plaza - Box 267
Bronxville, N.Y. 10708

"Natural Rubber Wall Chert"
24" x 36" - Limit 6 copies free; additional copies are 10¢ each
The Malaysian Rubber Bureau
1108 Sixteenth St. N.W.
Washington, D.C. 20036

"Tire Kit"
Copper Tire and Rubber Company
Mr. A.J. Bakaitis - Manager
Marketing Services
P.O. Box 550
Findlay, OH 45480

"To Have and To Hold"
Brochure, dinnerware and crystal
Limit: 25 copies
Fostoria Glass Company
Attn: Mary Kay McCray
1200 First St.
Moundsville, W. Virginia 26041

"The Fur Trade in Manitoba"
4 pg. leaflet
Limit: 3 copies available worldwide to anyone
Manitoba Dept. of Renewable Resources and Transportation Services
Box 22
1495 St. James St.
Winnipeg, Manitoba, Canada R3H OW9

"A Study of Shoemaking" - kit
Single copies only (request on postcard preferred)
Brown Shoe Company
Public Relations Dept.
8300 Maryland Ave.
St. Louis, Missouri 63105

"Artistry in Silver"
16 mm. 18 min. / color
(Making of sterling and table setting ideas)
Samuel Kirk and Son, Inc.
Kirk Avenue
Baltimore, Maryland 21218

"Bubble, bubble, Toys and Trouble"
(30713)
1976 16 mm. 10 min.
(Good and bad in toys)
U.S. Consumer Product Safety Commission
c/o Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11040

"Story of Luggage - From cavernman to spaceman"
1976 - 16 mm. 22 min. / color
Christopher Cross Associates, Inc.
"The Story of Luggage"
40 East 38th St.
New York, N.Y. 10016

"Anatomy of a Tire"
1974 16 mm. 21 min. / color
The Goodyear Tire and Rubber Co.
Public Relations Film Library
1144 East Market St.
Akron, Ohio 44316

"The Ready Boots of Redwing"
1974 16 mm. 32 min. / color
(Shoe Factory)
Boyd Film Company
1589 Highway 7
Hopkins, Minnesota 55343

Food Service

"Main Attraction Teaching Kit"
How to cut and tear lettuce
With well chart, lesson plan. 25 student booklets
Western Iceberg Lettuce, Inc.
Dept. of Free Curriculum Materials
P.O. Box 9123
San Francisco, California 94129

"The Story of Soft Drinks"
16 pg. booklet - Limit: 5 copies
National Soft Drink Association
1101 Sixteenth Street, N.W.
Washington, D.C. 20036

"Ident - A - Sausage"
Facts on sliced meats and label terms
4 pages, notebook punched
Available in classroom quantities in the U.S. and Canada
Oscar Mayer and Company
Consumer Relations Dept.
P.O. Box EG 1409
Madison, Winsconsin 53701

"The Story of Chocolate"
Booklet - available in classroom lots
Limit: 35 U.S. only
Chocolate Manufacturers Association of the United States of America
Suite 514
7900 Westpark Drive
McLean, Virginia 22101

"Because we care"
16 mm. 20 min. / color
(History and operations of meat processing firm)
Oscar Mayer and Co.
c/o Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11040

"Setting your Table"
Limit: 25 copies
Royal Worcester Porcelain Co., Inc.
11 East 26th St.
New York, N.Y. 10010

Petroleum

"How to Buy Motor Oil"
1978 - 16 mm. 14½ min. / color
Walter J. Klein Company, Ltd.
Attn: Ms. Judy Cook, Jean Preston, Betsy Klein Levy
Director of Distribution
6301 Carmel Rd. P.O. Box 220766
Charlotte, N.C. 28222

"The Petroleum Tree"
Chart - 10½" x 12"
Single copies
U.S. Dept. of the Interior
Bureau of Mines
Adeline L. Fell, Chief
Branch of Publications Distribution
4800 Forbes St.
Pittsburgh, PA 15213

Management bibliography

Books

Baker, H.A. and Joel J. Lerner. Introduction to Business. College Division. McGraw Hill Book Company. New York, N.Y. 1975

Guillespie, Karen and Joseph C. Hecht. Retail Business Management 2nd Edition. Gregg Division, McGraw Hill Book Co. New York, N.Y. 1977

Hampton, David R. Contemporary Management. College Division, McGraw Hill Book Co. New York, N.Y. 1977

Koontx, Harold; O'Donnell, Cyril and Heiz Weihrich. Management. 7th edition. College Division, McGraw Hill Book Company. New York, N.Y. 1980

Will, Ted R. and Ronald W. Hasty. Retailing: a mid-management approach. Canfield Press, New York, N.Y. 1973

Redinbaugh, Larry D. Retailing Management: A planning approach. Gregg Division, McGraw Hill Book Co. New York, N.Y. 1976

Articles

"Expanding the Concept of Inventory Management" Marian Burk Rothman. Stores. pp. 30-34. June, 1979

"The Store Manager: Doreen Mangan. Stores. pp. 42-47. October, 1979

Visual aids

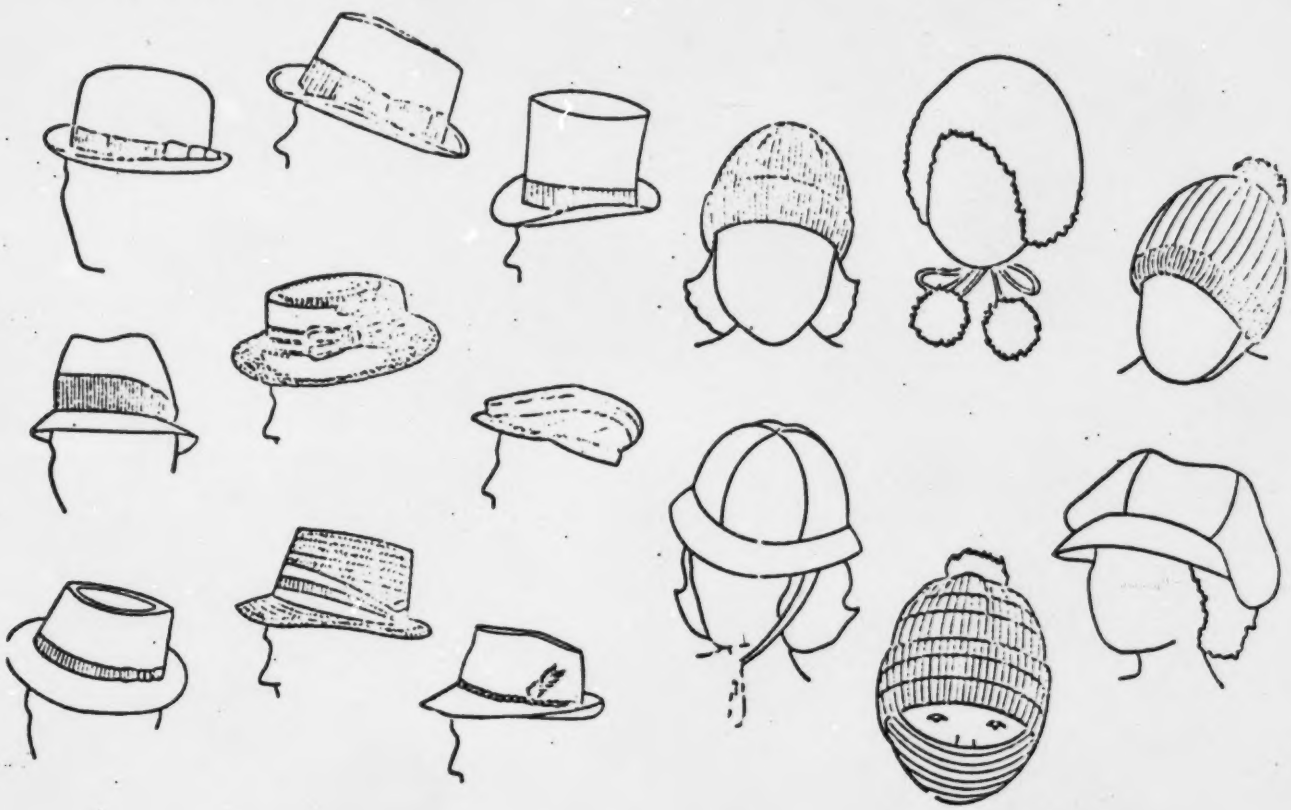
"Challenge of Management" - Film 30 min. rental
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

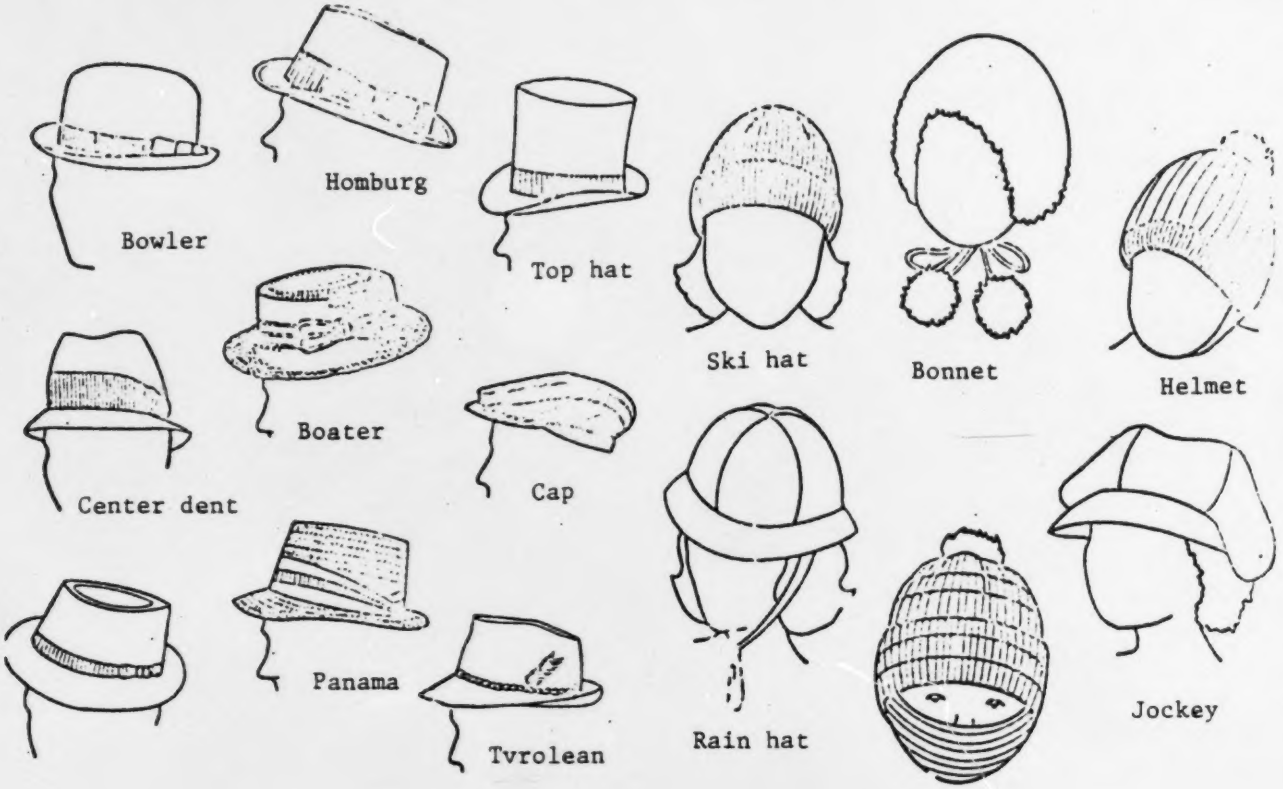
"Defining the Manager's Job" - 25 min. / color
Bureau of National Affairs

"Effective Use of Power and Authority" - Film. 32 min. / color
$32
Syracuse University
Film Rental Center
1455 East Colvin St.
Syracuse, N.Y. 13210

"Shoplifting - It's a Steal" 1974 16 mm. 15 min. / color
General Mills, Inc. - Film Center
P.O. Box 1113
Minneapolis, Minnesota 55440

"Counterfeit Points" - Leaflet
Classroom quantities available worldwide
Federal Reserve Bank of Boston
Bank and Public Information Center
Boston, Massachusetts 02106

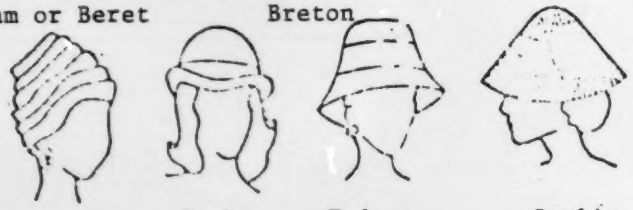



Bowler
Homburg
Top hat
Ski hat
Bonnet
Helmet
Boater
Center dent
Cap
Panama
Tyrolean
Rain hat
Jockey

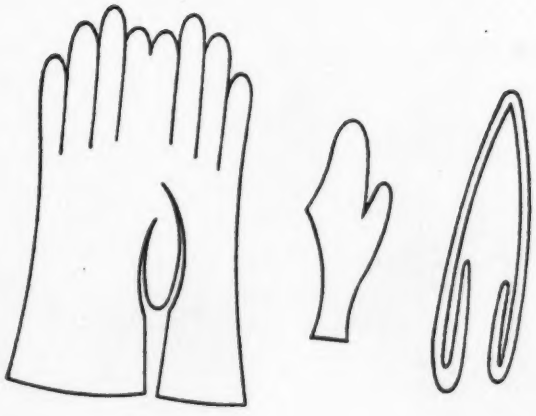
Cartwheel
Slouch brim
Tailor

Pillbox
Cloche
Turban
Fez

Tam or Beret
Breton
Picture

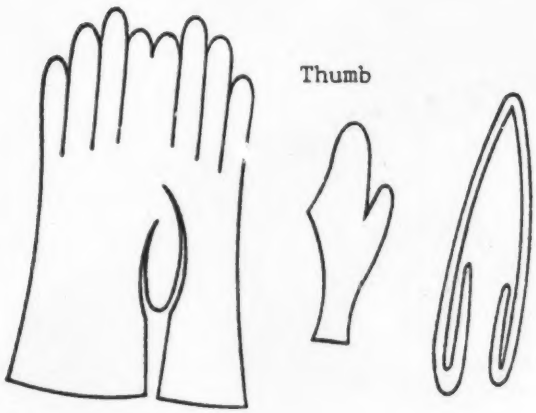

Toque
Derby
Fedora
Coolie

UNIT: CAREER AREA
Lesson 6: Handout



CAREER AREA:

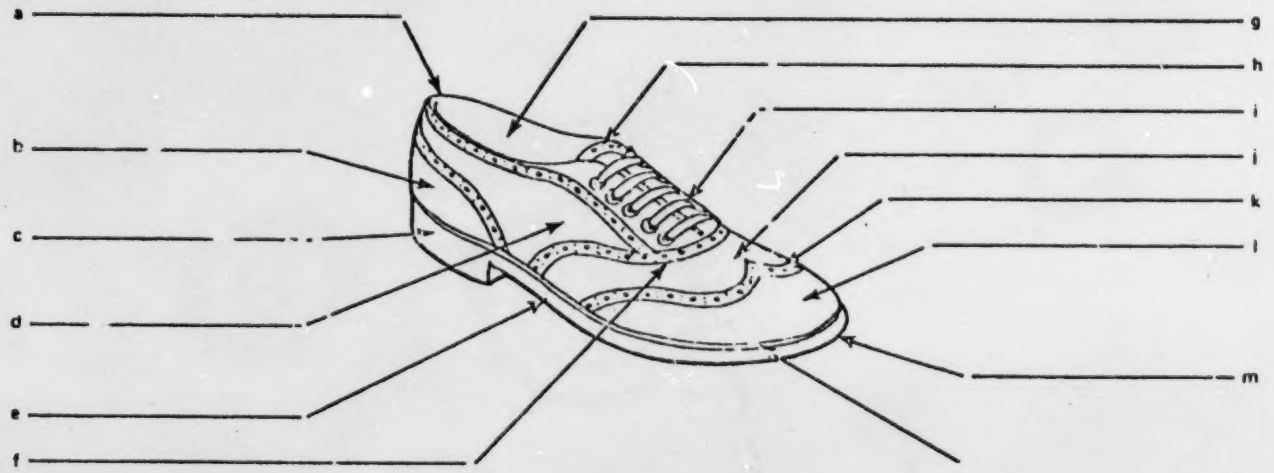
Lesson 6
Handout - ANSWER KEY



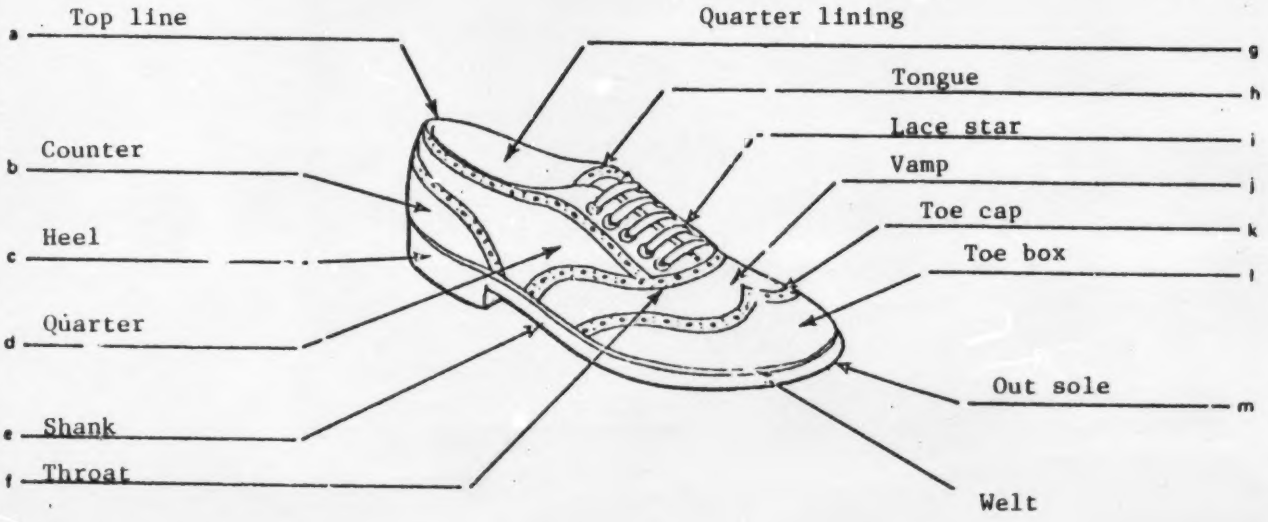
Trank

Fourchette

1. Identify the lettered parts of the shoe in the space provided.



1. Identify the lettered parts of the shoe in the space provided.



BS VII-7, Poster and/or supplementary sheet
Blueprint No. 5 - Analyze the product
Gillespie, Addison and Wingate, Know your merchandise

ANALYZE THE PRODUCT
KNOW WHAT TO SAY
Can I analyze my product or service in terms of my customer's need?
Who buys my product?
What values does my customer look for?
Do I know what my product is made of and how it is made?
Do I know what service my product will give?
Is my product information up to date?
KNOW WHERE TO GET INFORMATION
Do I question my buyer?
Do I attend meetings with interest?
Do I read my own and my competitor's advertising?
Do I read national advertising of my product?
Do I constantly observe how my product is used on TV and in the movies?
Do I use my customer as a source of product information?
Do I seek information from the manufacturer?
KNOW HOW TO USE INFORMATION
Do I sound natural when I talk about my product?
Am I thoroughly familiar with the selling facts about my product?
Can I show how each selling fact can benefit the customer?
Do I know more about my product than I could ever hope to use with one customer?
Can I personalize my product in terms of what it will do for the customer?

UNIT: PRODUCT AND SERVICE TECHNOLOGY
Lesson 4: Product technology - merchandise information (obtaining information)